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ABSTRACT

This Systems and Procedures Exchange Center (SPEC) kit on affirmative action programs contains planning documents and policy statements on affirmative action and equal employment opportunity from universities and Association of Research Libraries (ARL) member libraries. The kit comprises: (1) "Affirmative Action Plan for the University Library" (University of California at Davis); (2) "University Library Affirmative Action Plan" (University of California at Los Angeles); (3) "Library Equal Employment and Education Opportunity Program" (University of Maryland); (4) "Affirmative Action Policy" (University of Massachusetts); (5) "Affirmative Action Plan for Equal Employment Opportunity" (National Library of Medicine); (6, 7) "Equal Employment Opportunity Plan of Affirmative Action for Fiscal Year 1977" and "Equal Employment Opportunity Plan of Affirmative Action for Fiscal Year 1978" (Library of Congress); (8) "Affirmative Action Implementation Plan" (The Ohio State University); and (9) "Minority Opportunities in the Library Statement of Policy" (Washington University). (KM)

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JANUARY 1974
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Affirmative Action

Kit 4

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AFFIRMATIVE ACTION

KIT # 4 - JANUARY 1974

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* NEW DOCUMENTS ADDED MARCH 1978

September 13, 1973

UNIVERSITY OF CALIFORNIA AT DAVIS

TO: Vice Chancellor Donald C. Swain

FROM: J. R. Blanchard

SUBJECT: Affirmative Action Plan for the University Library

I Introductory Statement

The University Library System is composed of the following units administered by the University Librarian: the Shields Library (the Main Library), the Health Sciences Library including the library of the Sacramento Medical Center, the Physical Sciences Library, and the Agricultural Economics Library. It does not include independent units such as the School of Law Library or the Institute of Governmental Affairs Library which report to the appropriate dean or director.

Mr. William McCoy, the Associate University Librarian, has been delegated the responsibility for coordinating the Library's Affirmative Action Plan. An Affirmative Action Committee of Library staff members has also been appointed by the University Librarian to advise on implementation of the AA plan within the Library system. This committee is composed of one Asian-American (man), two Chicanos (woman and man), two Blacks (woman and man), one Native American (woman) and one Caucasian (woman). Some of the tasks the committee has undertaken include:

1. Study of methods to improve in-service training for minorities in the Library

2. Recruiting of minorities for library work

3. Reviewing and commenting on the draft of the campus AA plan. The committee's comments were forwarded to Vice Chancellor Swain.

II Analysis of the Work Force

The tabulations which are attached show that the Library's utilization ratio for minorities, both men and women, is well above .90 for categories C and D and below the acceptable ratio for classes A and B. Particularly good progress has been made in hiring for class D (office and clerical), by far the largest category of workers in the Library. However, ongoing efforts must continue to be made to reach more acceptable ratios in this class for Asian-American women and for Mexican/Spanish-Americans of both sexes.

UNIVERSITY OF CALIFORNIA—(Letterhead for interdepartmental use)

The utilization ratio for class B also indicates that more minority librarians should be hired in the future if qualified persons can be found. It is difficult to provide realistic goals and timetables for the professional class as reliable recent information is apparently not available as to the percentage of qualified librarians in the labor force who are members of minority groups. For instance the attached excerpt from the U.S. Bureau of the Census report on Detailed Occupation of Employed Persons by Residence, Race, and Sex, 1970, California Section 1, Table 171, gives no information on Asian-American or Native Americans. It also appears that the term "librarian" refers to all people working in libraries rather than to professional staff members.

In addition to the requested tabulations, additional analyses regarding Library employees are attached. They show a very high percentage of women in the work force, thus indicating that it may be desirable to employ more men in the future, and also indicate that more women should be placed in upper level administrative positions as opportunities arise.

III Future Plans

We will continue to work with the Personnel Office to remedy the under-utilization or disparity shown in the employment of Mexican/Spanish-American men and women and Asian-American women in class D. The analysis of anticipated job openings indicates there should be enough turnover for us to reach our goals if enough qualified or qualifiable candidates can be found.

Progress will probably be more difficult and slower in connection with class B, particularly with respect to Black and Mexican/Spanish-American librarians who are in very short supply and are in great demand. However, the limited amount of information available on graduate Library School enrollments indicates that increasing numbers of minorities are being trained.* It is hoped, therefore, that more satisfactory progress in hiring minority librarians can be achieved in the future.

In order to monitor and evaluate progress in achieving AA goals, careful statistics are kept of minority employment and reported to the Library administration on a regular basis. Advice is sought from the Library's AA Committee in connection with efforts to achieve these goals. Plans have been considered for better in-service training of minorities; however, the quality of minority employees recruited so far has been so good it has not been necessary to provide them with more than the normal amount of on-job training given to all new staff members. In addition, recruiting efforts by the Personnel Office have been so successful for class

* See attached memo dated July 28, 1972 from the American Library Association.

D employees it has not been necessary for the Library to maintain a large separate effort; the shortage of staff and funds would make it most difficult to make such an effort in any case. It will be difficult to overcome problems in recruiting class B employees because of the very inadequate supply, particularly of Black, Chicano and Native American librarians (there is an adequate supply of Asian-American librarians). However, continuing efforts will be made. These will include recruiting trips to Library Schools, circulation of announcement of vacancies to other libraries, advertising, and the visiting of teams of interviewers to recruiting centers at library conventions. Fortunately, as noted previously, more minorities than formerly are now enrolled in graduate library schools and the number of qualified persons available should measurably increase.

IV Conclusion

We have made good progress in meeting Affirmative Action goals as can be seen by the fact that the percentage of minority employees in the Library increased from 7.3% in January, 1971 to 16.11% as of September 4, 1973. We are particularly pleased that most of the minority persons recruited are well-qualified and are proving to be most satisfactory employees. Certain inequities still remain but the Library staff strongly supports the Affirmative Action Program and we hope to achieve our projected goals and timetables according to schedule.

JRB/ia

enclosures

cc: Dennis Shimek
AdCom
Library Affirmative Action Committee
Evelyn Whitley
Library Advisory Council

Detailed Occupation of Employed Persons
By Residence, Race and Sex, 1970

Standard Metropolitan Area Only, 250,000

LIBRARIANS:

California

	Male	Female
	2,341	7,989
Negro	63	289
Spanish, language or surname	179	363
Urban	2,203	7,296
Rural nonfarm	138	609
Rural farm	-	84

from: U.S. Bureau of the Census
Detailed Characteristics
California Section 1
PC(1) D6
Table 171

CB/ia

AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET · CHICAGO, ILLINOIS 60611 · (312) 944-6780

RECEIVED
JUL 31 1972
SCHOOL OF LIBRARIANSHIP

July 28, 1972

MEMORANDUM

TO: Deans and Directors of ALA Accredited Library School Programs

FROM: Delores Vaughan, ALA Library Education Division
Peggy Barber, ALA Office for Recruitment

We appreciate your response to our survey of students from minority groups enrolled in graduate library school programs. Tabulated results of the questionnaire are enclosed.

The information gathered in this survey makes interesting comparison to a similar survey made by Dr. H. W. Axford in 1969 for the Urban Universities Committee of the Association of College and Research Libraries. Thirty-five schools responded to the 1969 questionnaire, and thirty-nine of the fifty-five accredited schools responded to our questionnaire this spring.

Although slightly different terminology was used, the results of the two surveys compare as follows:

1969		Spring, 1972*	
Black	156	Black	310
Mexican American	9	Mexican American	17
Puerto Rican	9	Puerto Rican	1
Cuban	14	Other Spanish Surname	30
Asian**	98	Asian American	92
	286	American Indian	1
			451

36 of 55

*Three of the schools responding did not have information on their minority enrollment.

**There was not complete data on how many of the Asians were foreign students.

Thank you again for your response to our request for information.

ANALYSIS OF SUBSTANTIAL DISPARITY

F.O.C. (HEADCOUNT)	NEGRO - TOTAL			NEGRO MEN			NEGRO WOMEN		
	% WORKFORCE	% AVAILABLE	UTILIZATION RATIO[2]	% WORKFORCE	% AVAILABLE	UTILIZATION RATIO[2]	% WORKFORCE	% AVAILABLE	UTILIZATION RATIO
A. Officials & Mgrs.									
B. Professionals									
C. Technicians									
D. Office & Cler. (163/14)	8.59	3.9	2.20	2.45	1.5	1.63	6.13	2.4	2.55
E. Craftsmen									
F. Operatives (1/1)	100.0	5.9	16.94	100.0	4.4	16.94	0	1.5	.00
G. Laborers									
H. Service Workers									

GOALS AND TIMETABLES

F.O.C. (HEADCOUNT)	GOAL[5] TO INCREASE EMPLOYMENT BY: % Substantial Disparity	TO: % Available	TIMETABLE	GOALS FOR 1973-74 TO INCREASE EMPLOYMENT BY: %	Number of Persons

[2] Substantial disparity exists when the utilization ratio is .75, or less.

[5] No goal is established when the percent substantial disparity represents less than 50% of a person.

June 29, 1973

ANALYSIS OF SUBSTANTIAL DISPARITY

F.O.C. (HEADCOUNT)	ORIENTAL - TOTAL			ORIENTAL MEN			ORIENTAL WOMEN		
	% WORKFORCE	% AVAILABLE	UTILIZATION RATIO[2]	% WORKFORCE	% AVAILABLE	UTILIZATION RATIO[2]	% WORKFORCE	% AVAILABLE	UTILIZATION RATIO
A. Officials & Manag.									
B. Professionals (45/3)	6.6	3.9	1.69	2.2	3.0	.73	4.4	.9	4.88
C. Technicians (1/1)	100.0	6.5	15.38	100.0	6.5	15.38	0	-	-
D. Office & Cler. (163/6)	3.7(1)	4.2	6.88	1.8	.9	2.00	1.8	3.3	.55
E. Craftsmen									
F. Operatives									
G. Laborers									
H. Service Workers									

GOALS AND TIMETABLES

F.O.C. (HEADCOUNT)	GOAL[5] TO INCREASE EMPLOYMENT BY: % Substantial Disparity	TO: % Available	TIMETABLE	GOALS FOR 1973-74 TO INCREASE EMPLOYMENT BY: %	Number of Persons
D. Office & Clerical Oriental Women	1.5	3.3	1975	.7	1-2

[2] Substantial disparity exists when the utilization ratio is .75, or less.

[5] No goal is established when the percent substantial disparity represents less than 50% of a person.

(1) rounded from 3.68

June 29, 1973

ANALYSIS OF SUBSTANTIAL DISPARITY

F.O.C. (HEADCOUNT)	AMERICAN INDIAN - TOTAL			AMERICAN INDIAN MEN			AMERICAN INDIAN WOMEN		
	% WORKFORCE	% AVAILABLE	UTILIZATION RATIO[2]	% WORKFORCE	% AVAILABLE	UTILIZATION RATIO[2]	% WORKFORCE	% AVAILABLE	UTILIZATION RATIO[2]
A. Officials & Manag.									
B. Professionals (45/0)	0			0			0		
C. Technicians									
D. Office & Cler. (163/2)	1.23	.2	6.15	0	0	-	1.23	.2	6.15
E. Craftsmen									
F. Operatives									
G. Laborers									
H. Service Workers									

GOALS AND TIMETABLES

F.O.C. (HEADCOUNT)	GOAL[5] TO INCREASE EMPLOYMENT BY: % Substantial Disparity	TO: % - Available	TIMETABLE	GOALS FOR 1973-74 TO INCREASE EMPLOYMENT BY: %	Number of Persons

[2] Substantial disparity exists when the utilization ratio is .75, or less.

[5] No goal is established when the percent substantial disparity represents less than 50% of a person.

June 29, 1973

ANALYSIS OF SUBSTANTIAL DISPARITY

F.O.C. (HEADCOUNT)	MEX./SPAN. AMERICAN - TOTAL			MEX./SPAN. AMERICAN MEN			MEX./SPAN. AMERICAN WOME		
	% WORKFORCE	% AVAILABLE	UTILIZATION RATIO[2]	% WORKFORCE	% AVAILABLE	UTILIZATION RATIO[2]	% WORKFORCE	% AVAILABLE	UTILIZ RAT
A. Officials & Manag.									
B. Professionals 45/1	2.2	6.0	.37	0	4.3	.00	2.2	1.7	1.29
C. Technicians									
D. Offic. & Cler. (163/6)	3.7	6.2	.60	.6	1.7	.35	3.1	4.5	.69
E. Craftsmen									
F. Operatives									
G. Laborers									
H. Service Workers									

GOALS AND TIMETABLES

F.O.C. (HEADCOUNT)	GOAL[3] TO INCREASE EMPLOYMENT BY: % Substantial Disparity	TO: % Available	TIMETABLE	GOALS FOR 1973-74 TO INCREASE EMPLOYMENT BY: %	Number of Persons
D. Office & Clerical					
Mex/Span. American Total	2.5	6.2	1975	1.2	2
Mex/Span. American Men	1.1	1.7	1975	.55	1
Mex/Span. American Women	1.4	4.5	1975	.52	1

[2] Substantial disparity exists when the utilization ratio is .75, or less.

[3] No goal is established when the percent substantial disparity represents less than 50% of a person.

June 29, 1973

ATTACHMENT B *

1. DIFFERENTIATION, BY SEX, OF PRESENT STAFF

	Male	%	Female	%
Academic	18	40.0	27	60.0
Staff	30	18.1	136	81.9
Total	48	23.1	163	76.9

2. RANK OF ACADEMIC EMPLOYEES, BY SEX

Administrative	4	100.0	0	0
Librarian	6	50.0	6	50.0
Associate Librarian	6	37.5	10	62.5
Assistant Librarian	1	8.3	11	91.7
Total	18	40.0	27	60.0

3. RANK OF STAFF EMPLOYEES BY SEX

Adm. Assist. IV and above	4	100.0	0	0
Lib. Assist. IV, Adm. Assist. III, Lib. Public Affairs Assist. III, Act. Assist. III	1	6.7	14	93.3
Lib. Assist. III, Photocopying Assist. III, Sr. Mail Clerk	2	7.4	25	92.6
Lib. Assist. II, Principal Clerk, Mail Clerk, Secretary II	7	14.3	42	85.7
Photographic Technician	1	100.0	0	0
Lib. Assist. I, Senior Clerk, Secretary I	13	21.0	49	79.0
Key Punch Operator, Auto. Equipment Operator	1	50.0	1	50.0
Key Punch Supervisor	0	0	1	100.0
Clerk	1	20.0	4	80.0
Total	30	18.1	136	81.9

*Data as of September 4, 1973

Of the 45 librarians four are assigned to general administrative duties, 3 are in charge of branch libraries, 7 serve as department heads in the Main Library, and 3 are department heads in the Health Sciences Library. A tabulation, by sex, of these positions shows:

	Male	%	Female	%
Gen. Administration	4	100.0	0	0
Branches	1	33.3	2	66.7
Dept. Heads (Main Library)	3	42.9	4	57.1
Dept. Heads (Health Sciences Library)	1	50.0	1	50.0
Total	9	56.2	7	43.8

These data show rather clearly that men hold 56 percent of the academic administrative or supervisory positions in the Library although they comprise but 40 percent of the total academic staff. It should be noted, however, that there has been improvement since our last Affirmative Action report (dated 3 March 1972) which showed that men comprised 45.8 percent of the academic staff but held 68.8 percent of the administrative positions.

In general, it is a fair statement to say that of the 166 staff persons employed by the Library there are 49 who hold supervisory positions. The tabulation, by sex, of these persons shows:

	Male	%	Female	%
Assist. Business Manager	1	100.0	0	0
Adm. Services Officer	1	100.0	0	0
Adm. Assistant IV	1	100.0	0	0
Adm. Assistant III	0	0	1	100.0
Act. Assistant III	0	0	1	100.0
Photocopying Assistant III	0	0	1	100.0
Library Assistant IV	1	8.3	11	91.7
Library Assistant III	1	5.3	18	94.7
Library Assistant II	1	9.1	10	90.9
Senior Mail Clerk	1	100.0	0	0
Total	7	14.3	42	85.7

These data indicate that men, who comprise 18.1 per cent of the staff personnel, hold only 14.3 percent of the staff supervisory positions. This is a marked change from March 1972, when men constituted 10 percent of the staff personnel but held 17 percent of the staff supervisory positions.

The Library will continue its efforts to bring about a closer correlation between the percentage of supervisory employees of a given sex, whether academic or staff, and the total percentage of such employees.

Everyone should be aware that there are genuine difficulties that will have to be overcome in achieving such ratios among both academic and staff supervisors. The relatively low turnover in academic positions, particularly those at administrative and department head levels, is a factor that cannot be ignored. The situation regarding staff supervisory positions is somewhat different, for turnover is relatively much larger in the staff ranks than it is among academic employees. A counterbalancing consideration, however, is the fact that the turnover rate among upper-level staff supervisory positions is quite small.

UNIVERSITY OF CALIFORNIA AT LOS ANGELES

UNIVERSITY LIBRARY

AFFIRMATIVE ACTION PLAN

Submitted April 12, 1971

Anthony Greco
Affirmative Action Officer

CURRENT LIBRARY EMPLOYMENT

	TOTAL EMPLOYEES	% MALE	% FEMALE	% AMERICAN INDIAN	% BLACK	% ORIENTAL	% OTHER NON-WHITE	% MEX/SPAN AMERICAN	TOTAL % MINORITY
1. FULL-TIME EMPLOYMENT									
Professional (Librarian)	158	32.0	68.0	1.2	2.9	7.0		0.6	10.7
Other Professional and Technical	196	21.9	78.1		12.8	6.6		2.5	21.9
Clerical and Related	59	27.1	72.9		20.3	6.8		5.1	32.2
Total	413								
TOTAL PERCENTAGE	100	26.4	73.6	0.5	9.7	6.8		2.2	19.2
2. PART-TIME/NON-STUDENT	32	40.6	59.4		3.1	3.1			6.2
3. PART-TIME/STUDENT	522	46.6	53.4	0.2	4.4	10.3	0.8	2.7	18.4

LIBRARY

Analysis of Present Full-time Staffing Situation

Current Percentages of Minority Employees in the Library by Classification

CLASSIFICATION	AMER. INDIAN		BLACK		ORIENTAL		OTHER NON-WHITE		MEX/SPAN AMERICAN		TOTAL EMPLOYEES	TOTAL % MINORITY
	#	%	#	%	#	%	#	%	#	%		
PROFESSIONAL (LIBRARIAN)												
University Librarian											1	
Assoc. University Librarian											1	
Assist. University Librarian											6	
Librarian V											22	
Librarian IV			2	8.4	3	12.6					24	21.0
Librarian III	2	5.4							1	2.7	37	8.1
Librarian II			1	1.9	4	7.4					54	9.3
Librarian I					4	30.8					13	30.8
OTHER PROFESSIONAL AND TECHNICAL												
Asst. Admin. Analyst									1	50.0	2	50.0
Library Assistant IV			2	9.5	2	9.5					21	19.0
Library Assistant III			7	22.9	2	6.2					32	29.1
Library Assistant II			10	13.9	5	6.9			2	2.8	72	23.6
Library Assistant I			5	10.0	3	6.0			2	4.0	50	20.0
Bibliographer II											2	
Artist											1	
Senior Photographer											1	
Photographer			1	50.0							2	50.0
EDP Systems Analyst											1	
Senior Programmer											3	
Programmer											1	
Assistant Programmer											2	
Computer Operator											1	
Editor II											2	
Editor I											1	
Auto. Equip. Operator											1	
Technical Translator			1	100.0							1	100.0

Current Percentages of Minority Employees in the Library by Classification (continued)

CLASSIFICATION	AMER. INDIAN		BLACK		ORIENTAL		OTHER NON-WHITE		MEX/SPAN AMERICAN		TOTAL EMPLOYEES	TOTAL % MINORITY
	#	%	#	%	#	%	#	%	#	%		
CLERICAL AND RELATED												
Secretary III											1	
Secretary II			1	11.1	2	22.2					9	33.3
Secretary I					1	16.6			1	16.6	6	33.2
Senior Stenographer											1	
Senior Typist Clerk			3	27.3					1	10.0	11	37.3
Principal Clerk			1	100.0							1	100.0
Senior Clerk			1	33.3							3	33.3
Clerk			3	60.0							5	60.0
Assist. II					1	20.0			1	20.0	5	40.0
Senior Admin. Asst.											1	
Admin. Asst. III											1	
Admin. Asst. II											2	
Admin. Asst. I			1	33.3							3	33.3
Admin. Services Officer											1	
Accounting Asst.											1	
Purchasing Asst.											1	
Storekeeper II											1	
Storekeeper I											2	
Keypunch Operator			1	100.0							1	100.0
Asst. Keypunch Operator			1	100.0							1	100.0
Guard											1	
Duplicator Operator											1	

Analysis of Present Part-time Staffing Situation

Current Percentages of Minority Employees in the Library by Classification

CLASSIFICATION	AMER. INDIAN		BLACK		ORIENTAL		OTHER NON-WHITE		MEX/SPAN AMERICAN		TOTAL EMPLOYEES	TOTAL % MINORITY
	#	%	#	%	#	%	#	%	#	%		
PART-TIME/NON-STUDENT												
Librarian III											1	
Librarian II											7	
Library Assistant IV											1	
Library Assistant II			1	25.0							4	25.0
Library Assistant I											4	
Admin. Analyst											1	
Assistant Professor											1	
Clerk											4	
Assistant II					1	11.1					9	11.1
PART-TIME/STUDENT												
Library Assistant III											2	
Library Assistant II	1	33.3									3	33.3
Library Assistant I			2	11.8	1	5.9					17	17.7
Bibliographer II											3	
Teaching Assistant											1	
Research Assistant											1	
Keypunch Operator											2	
Senior Typist Clerk									1	50.0	2	50.0
Clerk			8	3.2	26	10.3	1	0.4	3	1.2	252	15.1
Assistant II			13.	5.5	26	11.1	3	1.3	10	4.2	235	22.1
Guard											4	

EQUAL EMPLOYMENT OPPORTUNITIES

IN THE UCLA LIBRARY

AFFIRMATIVE ACTION GOALS

1. Staffing Patterns

A survey of the staffing pattern in the Library reveals that as of April 1, 1971, employment of minority persons is 19.2% for full-time staff, and 18.4% for part-time student staff, whereas the ethnic minority population of Los Angeles County has been determined to be at 26%. It is our goal that by June 30, 1972, the Library will have increased its minority employment to the point where it is at least consistent with the minority ethnic representation in Los Angeles County, the 26% figure being the campus-wide goal.

The goals set forth will concern themselves with full-time employment with the express purpose of providing career opportunities for minority employees, as well as with student employment, where financial need for ethnic minority groups is paramount. A timetable is included for our initial six-month thrust covering the period from July 1, 1971 to December 31, 1971. At the end of the initial six months a careful analysis of the Library's Affirmative Action Program will be made.

Analysis of our staffing patterns shows that the poorest representation of minority individuals is in the Librarian group, where the graduate degree in librarianship is normally the minimum requirement. Currently, 10.7% of our librarians are from ethnic minorities, the largest group being Oriental. Special efforts will be made to increase the number of Black, American Indian, and Mexican-American librarians. There is nation-wide competition for librarians from these groups, and it will be especially difficult to recruit individuals with experience for higher level positions.

In the Other Professional and Technical group which has a preponderance of Library Assistants, plus Programmers and Photographers, ethnic minority employees make up 21.9%. Analysis indicates that we have a fairly large group of Black and Oriental employees in the Library Assistant group, and that we need to concentrate on the recruiting of American Indians and Mexican-Americans. The area of "other professional and technical" offers fertile ground for affirmative action in that individuals may progress with a minimum of formal training up the career ladder.

Continuing our analysis, we find that 32.2% of employees in the Clerical and Related group are from ethnic minorities. While this is an area where we have a large number of minority employees, we do need more representation from the American Indian and Mexican-American groups.

In the part-time student employee area, we have Orientals as our largest ethnic minority. Efforts will be made to increase the numbers of Blacks, American Indians, and Mexican-Americans.

Analysis of full-time employees by sex indicates that males are the minority group in the Library comprising just over ⅓ of total staff. Further analysis shows that females in the Library do not hold just lower level jobs, but are represented at all levels in the Library system. At the Librarian IV level there are 10 men and 16 women, and at the Librarian V level which is the top level for librarians there are 11 men and 11 women. There are 6 Assistant University Librarians, and 1 is a woman. The Associate University Librarian who is Chief Executive Officer of the Library system is a woman.

There is a high degree of turnover for part-time student assistants, but at present, the division between men and women is almost equal, with about 7% more women than men.

During the first six months of our Affirmative Action Program (July 1, 1971 to December 31, 1971), we hope to achieve the following goals:

Classification	Number of Positions
Professional (Librarian)	4
Library Assistant	6
Clerical and Related	4
TOTAL FULL-TIME POSITIONS	14
Asst. II and Clerk	40
TOTAL PART-TIME POSITIONS	40

It should be understood that in view of the fact that the Library is slated to lose sixteen full-time positions as of July 1, 1971, it is going to be extremely difficult to implement our six-month goals. It is expected that normal staff turnover will drop considerably. Of course there are always unexpected resignations, retirements, etc., and it is realistic to expect at least some degree of turnover. Nevertheless, we are setting the above goals.

2. Recruitment

A. Recruitment of Student Assistants.

1. Library personnel procedures will include, for all categories if possible, a reporting and evaluation procedure, recording the experience of each minority applicant as to job offers, placement, referrals, reasons for non-hiring, etc.

2. Library supervisors will be responsible for selecting substantial increases in proportions of minority student workers from among the usual oversupply of applicants.

3. The Library will move toward actively recruiting student assistants, thereby having more influence on staff composition.

4. The Administrative Office will compile data on numbers of students employed, turnover rates, etc., to project well in advance of each quarter the numbers of student workers needed.

5. Advance notice of Library openings will be directed to minority students in all ways possible:

a. Referrals from present staff members.

b. Notices directed to the four ethnic centers on campus (Afro-American Studies Center, American Indian Culture Center, Asian American Studies Center, Chicano Cultural Center).

c. Information to University staff members who have contacts with minority students: advisors, Center personnel, minority organization leaders, faculty of minority-related educational programs, Placement Center, etc.

d. Notices sent to minority publications: Nommo, and any other publications likely to have UCLA minority student readership.

6. Where feasible and agreeable to Center personnel, Library supervisors may interview and partially process student candidates in the ethnic centers or at some other convenient location in or near Campbell Hall.

7. A referral system will be developed by the Library to redirect minority candidates from units with no further openings to other units with possible openings.

8. The Library will consult with staff members of UCLA's School of Library Service on our need for minority student workers, and establish a mutually agreeable pattern for the School to give early notice of Library needs to its minority students.

B. Recruitment of Staff Personnel.

1. Special efforts will be made to induce minority student assistants to consider full-time careers in the Library.

2. The Library will continue to rely in very considerable part upon the recruitment work of the Employment and Personnel Offices. With the increased emphasis on equal opportunity employment by these offices, under the Affirmative Action Program, it is expected that larger numbers of minority candidates will be referred to the Library.

3. The Library Administration, unit heads, and other supervisors will rigorously examine the wording of job descriptions and minimum qualifications, with a view to revision so that the latter are not unnecessarily high, and so that any inadvertent ethnic discrimination is eliminated.

4. The Library will experiment with variable periods of time during which particular positions or groups of positions might be held open to ensure the optimum likelihood of obtaining qualified or qualifiable minority applicants.

5. Library personnel concerned with facilitating Affirmative Action will consult broadly with persons known to have expert knowledge of personnel sources, education and training, recruitment methods, and special problems and needs among the ethnic minority populations. Such experts might be: Library or campus minority personnel; Library administrators who have had successful recruitment experiences; specialists in the Employment, Personnel, and Placement Offices; faculty and staff members in the ethnic centers; staff of the Institute of Industrial Relations, the Institute of Government and Public Affairs, or other campus agencies; and a variety of experts and community leaders off campus.

6. Library staff members will be encouraged to undertake special studies and participate directly in community affairs as a means of developing deeper understanding of local ethnic populations. We hope thereby to attain better knowledge of the unique characteristics of the several cultures, as to economic levels and needs, educational achievements and problems, residency and transportation peculiarities, cultural values, vocational aims, etc.

7. If insufficient numbers of minority applicants are provided by normal Employment/Personnel Office procedures, the Library will consult with these offices to design special recruiting programs, for individual or joint implementation. Library recruiting activities may include:

   a. The approaches mentioned above for recruitment of student assistants, particularly: referrals, ethnic centers, campus

personnel with minority contacts, minority publications.

b. All methods, organizational approaches, and media possibilities cited in Affirmative Action Recruitment Program (July 1970). Some special emphases would be skill centers and manpower development programs, referrals of present staff members, college placement offices, high school counseling and career offices, churches, and community centers. Announcements, news releases, and, possibly, advertisements would be directed to ethnic newspapers and periodicals, both those of broad general readership and those appealing particularly to students and other young people (e.g., Respect, La Raza, Gidra, Cherokee Examiner). Experiments would be made with other media, such as the free "Job Alert" service of radio Station KBCA.

c. Position postings of vacancies would be more widely distributed, including to other university and college libraries, high school libraries, and public libraries.

d. Particular attention will be given to students and graduates of library assistant curricula in junior colleges (e.g., Los Angeles Trade Technical College and East Los Angeles City College), and to the counseling and placement services of such colleges.

C. Recruitment of Librarians.

1. More deliberate and formalized efforts at recruitment of minority members to enter the profession will be undertaken.

a. In this effort, the Library will consult and cooperate with librarianship educators, especially in the School of Library Service at UCLA, and also in other library schools.

b. Recruiting for the profession will be directed to our present student assistants and staff personnel, to UCLA minority students and alumni, to students at local colleges and secondary schools, and to others by means of career presentations to ethnic community centers and organizations.

2. Recruitment of minority professional librarians to join the Library staff.

a. The Library will seek candidates by all the usual professional recruitment procedures, with specific attention to minority applicants.

b. The Library may extend the period of time that a position is kept vacant, to ensure the optimum likelihood of obtaining qualified minority applicants.

c. Particular emphasis will be given to encouraging minority student assistants and staff personnel to complete their professional education, with the intention of offering positions upon graduation.

d. Special attention will be given to candidate possibilities among minority students in the UCLA School of Library Service, and also, to the extent possible, to such students in other library schools.

e. Information will be requested from present staff members about other minority librarians who might be recruited. The UCLA Librarians Association will be asked to advise on ideas and leads for recruitment.

f. The Library Administrative Office, under direction of the Affirmative Action Facilitator, will compile a file on known minority professional librarians; data may include correspondence, job applications, newspaper clippings, personnel notices and news articles in professional library journals and newsletters, etc., with the intention of providing information on possible candidates for future vacancies. Such data may prove of value particularly when vacancies occur at higher administrative levels or in positions requiring special expertise.

g. The Library will employ all relevant methods mentioned above for use in recruitment of student assistants and staff personnel. Among these, emphasis will be given to approaching minority members through professional, scholarly, alumni, and fraternal organizations and publications. Clergymen, organizational leaders, and professional and business leaders will be approached in the search for applicants. A plan of selectively placed advertising will be designed. Experiments will be made, according to particular circumstances, in designing internship and training positions, particularly for the recruitment of librarians for higher level positions.

3. Selection, Transfer, and Promotion

a. Particular attention will be given to equitable treatment of minority employees who wish to transfer to another positon, or, who may wish to be considered for a promotional position.

b. The Library Personnel Office will regularly review qualifications of minority employees and alert them to promotional positions for which they are qualified or qualifiable. The Library Personnel Office will take an active role in finding qualified minority group applicants for all promotional positions.

c. Positions will not be downgraded as a mechanism to provide minority employees with promotions. A trainee-level classification will be the preferred way of providing a minority employee not yet fully qualified a promotional opportunity.

d. Six months of satisfactory on-the-job library experience (at a trainee level) will be considered the equivalent of one year of prior library or related clerical experience.

e. Supervisory personnel will participate in formal and informal programs to develop their awareness of cultural and ethnic differences. The carrying out of Affirmative Action Goals will become a part of the evaluation of a supervisor's performance.

f. Criteria for promotion and selection techniques will be reviewed extensively, and revised where necessary. An annual review of criteria will be considered an integral part of this program.

The specific procedure for transfer and promotion in the Library is as follows:

1. Purpose: To state the Library's current policies on the posting of vacancies, the procedure to be followed by staff in applying for transfer to positons posted, and the responsibilities of staff, unit heads, supervisors, and the Assistant University Librarian for Personnel in such actions.

2. General Policy: As a means of broadening their experience and in order to take advantage of promotional opportunities, staff members are invited to inquire about and apply for vacancies in which they may be interested and for which they consider themselves to be qualified. The Assistant University Librarian for Personnel shall make every effort to see that open positions are accurately described and distributed and that prescribed policies and procedures for filling vacancies are properly followed.

All full-time vacancies from LA I and up will be posted. However,

reorganization and redistribution of duties within a unit, following the departure of an incumbent, do not always leave a vacancy. For the purpose of clarification, reassignments will be distinguished from transfers and appointments as changes are announced in the Library Newsletter/UCLA.

3. When a vacancy occurs, the unit head will be asked to prepare and submit to the Assistant University Librarian for Personnel a description of the position for posting, using the Current Job Opening Transmittal Form. Simultaneously, the unit head will be asked to review the incumbent's job card. If it is not current, he will be asked to submit a revised job card as well as the description.

4. The job description and the current job card will then be reviewed by the Assistant University Librarian for Personnel who may consult with the unit head, recommending revision when necessary.

5. The completed job posting will be distributed to section heads who will be responsible for disseminating the information to all staff and as rapidly as possible.

6. Before applying formally, interested staff may wish to make further inquiry of the Assistant University Librarian for Personnel, the prospective supervisor or unit head, in which case, he is not required to confer with his present superviosr or unit head. If the inquirer so specifies, such inquiries will be confidential.

7. The staff member is then expected to inform his immediate supervisor of his intention to make formal application. He must also submit a formal application in duplicate, to the Assistant University Librarian for Personnel. Supervisors shall be expected to permit staff to seek such opportunities and without reprisal.

8. The Assistant University Librarian for Personnel may wish to consult with applicants or they with him. He will arrange for all applicants to be interviewed by the prospective unit head or supervisor and will forward copies of the applications to the prospective unit head.

9. The prospective supervisor will interview all candidates for whom he has received applications. For non-academic positions he will be asked to evaluate each interviewee, annotate the applications, giving reasons for acceptance or rejection, and return the applications through the unit head to the Assistant University Librarian for Personnel. Procedures for academic appointments are being developed.

10. After a selection has been made, and before public announcement, the Assistant University Librarian for Personnel will see that the successful candidate is notified. He will also see that unsuccessful candidates are notified and with explanations.

11. In the event that there is a question about the length of time before a

transferee can move from one position to another, the Assistant University Librarian will assist supervisors or unit heads to work out an equitable solution.

Establishment of a promotion board for staff personnel positions will be expolored. A system for peer evaluation of librarians has already been established and is in its second year of operation.

4. Job Design

a. The Library Personnel Office will require that unit heads review all positions as they become vacant to assure that they are accurately described and that the requirements specified therein are essential to satisfactory performance of the duties to be performed.

b. The Library Personnel Office and the Personnel Representative for the Library will work with unit heads in redesigning positions amenable to redesign for purposes of training qualifiable minority applicants.

c. Information on established career ladders and training should be made available to all employees in the Library. The Library Personnel Office will counsel employees about career development possibilities.

d. Many career library employees begin their employment in the library system as part-time student workers. Normally, they are classified as Assistant II's or as Clerks. Most student workers at higher classifications have worked their way up to them over a period of years in most cases. A few career employees begin their full-time employment at the Clerk level also. Beginning a career at the Clerk level can lead a person in several possible directions.

One direction is into the Library Assistant series. Beginning with assignment to a Library Assistant I position, it is possible to become a Library Assistant IV in as little time as three years if one is a college graduate. Incumbents at this highest Library Assistant level perform difficult and specialized technical duties of a limited professional nature and often have a considerable amount of supervisory responsibility. Although some college courses or college graduation is certainly desirable for a Library Assistant, it is possible to move up by developing skills on the job, and/or by taking technical courses for Library Assistants at institutions such as Los Angeles Trade Technical College. Formal study of one or more foreign languages is also very useful for some positions.

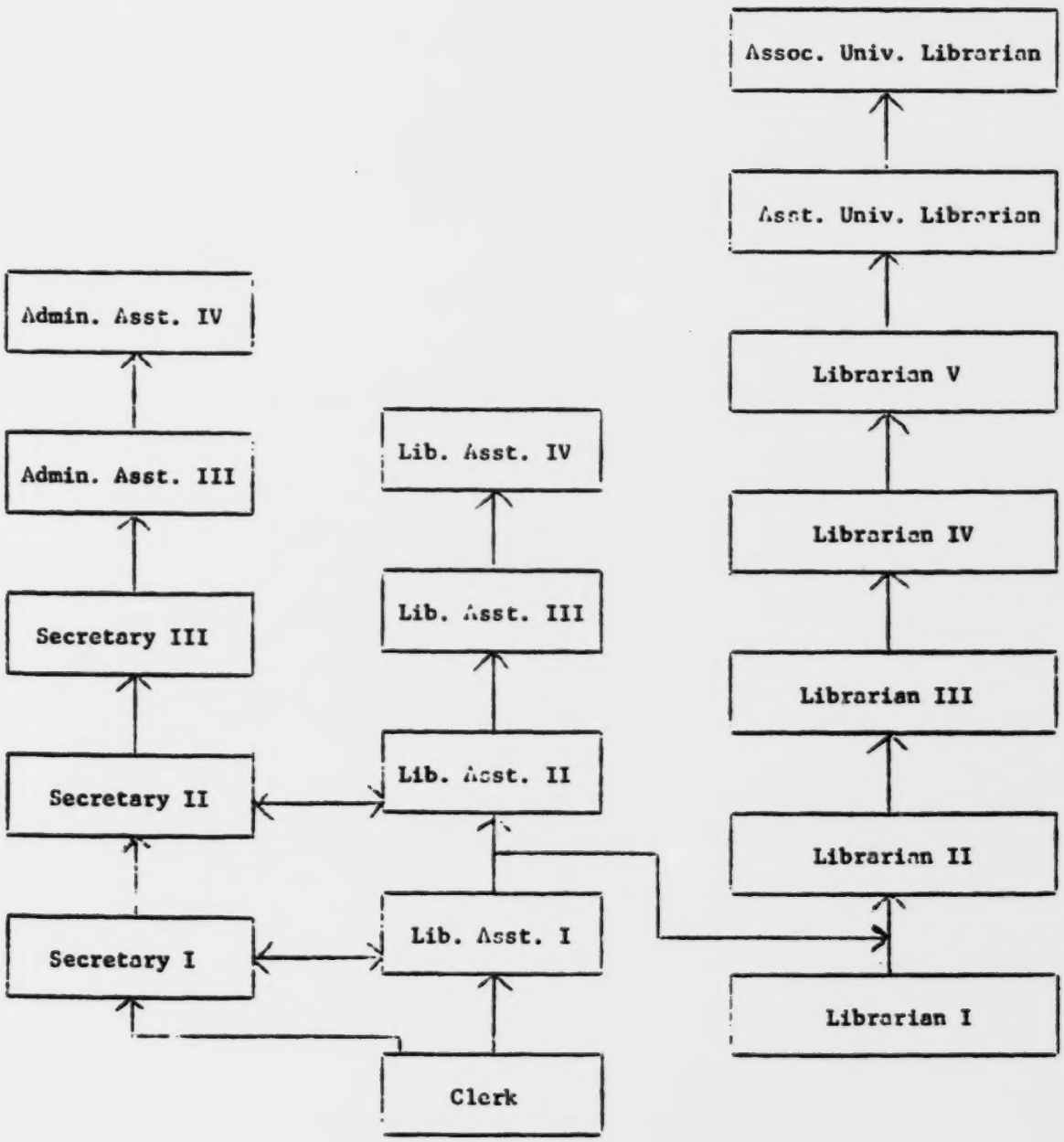
Some Library Assistants decide to become Librarians, and for those who are already college graduates it can often be a relatively simple matter to gain admission to an accredited school of librarianship. Graduate study can be pursued in some schools on a part-time basis, while others require attendance on at least a half-time basis.

Librarians without any previous library experience generally enter the library system at the Librarian I level. Promotion to the Librarian II, III, IV, and V level are based on a combination of personal development (professional activities, publications, additional graduate work for a second masters degree or doctorate) and an increasing degree of expertise as a librarian in terms of knowledge in a specialized subject field, application of difficult analytical techniques to aspects of library operations, directing the technical processing of materials, or in administration. Positions at the Assistant and Associate University Librarian level are general managerial positions, and require substantial administrative experience as a librarian.

Another possible avenue for the person beginning as a Clerk is to become a career employee in the Clerical series. An incumbent with good typing skills normally can advance from Clerk to Senior Typist Clerk or to the Secretary I level. Development of office skills such as excellent typing ability (65 wpm level), shorthand, use of dictating equipment, use of calculating machines, duplicating machines, knowledge of accounting, and office management skills, can lead to the Secretary II or III level, or into becoming an Administrative Assistant, Purchasing Assistant, Accounting Assistant, etc.

All of these career ladders are currently in effect.

CAREER LADDERS



5. Employee Development

a. Training programs and individual educational plans will be established in the Library and in the units to promote career growth.

b. Each supervisor will work closely with educationally and economically disadvantaged employees in creating employee development plans.

c. In addition to counseling staff with regard to their development in their particular work assignments, supervisors will bear in mind the overall development of employees in the field of library work and will counsel them in moving into promotional opportunities within their units and in other units of the Library.

d. Supervisors will be expected to seek assistance from the Library Personnel Office about specific individual development problems. The Library Personnel Office will evaluate such problems and counsel supervisors and employees in resolution of such problems.

e. The Library Personnel Office will make every effort to see to it that all supervisors in the Library attend a "cultural awareness" program.

f. There will be continuous consultation with minority employees and with supervisors to assess progress towards achievement of affirmative action goals.

6. Reports and Records

In connection with an annual Affirmative Action Program report for UCLA, the Library will establish a reporting system to assure that efforts to increase minority employment are effective and serve as a stimulus to such action.

Unit heads will be expected to report their progress to the University Librarian through the Assistant University Librarian for Personnel on a quarterly basis. Such reports will be required immediately following October 1, 1971, January 1, April 1, and July 1, 1972. A six-month report will be prepared for the University Librarian immediately following January 1, 1972, and an annual report will be submitted by the University Librarian to the Chancellor soon after July 1, 1972.

A statistical report will be required quarterly from unit heads, as well as statements about efforts in recruitment, minority placement, employee development, promotions and terminations.

Records of Affirmative Action will be maintained by the Library Personnel Office, as well, and reports will be issued whenever appropriate for general information to the staff, but at no less than six-month intervals.

Forms are being designed, and will be ready for use on July 1, 1971. The following specific records will be kept in the Library Personnel Office:

1. Employee turnover statistics for all staff over 50 % FTE by payroll classification.
2. Minority placements.
3. Minority rejections.
4. Minority promotions.
5. Minority terminations.
6. Minority participation in training programs.
7. Number of vacancies by classification.
8. Positions not to be filled or modified (vacant for some particular reason).
9. Analysis of how positions were filled and how many currently open by: department, amount of time position open, ethnic identity of person hired.
10. Ethnic background of persons interviewed and hired.

Analysis will be provided for all statistics.

UNIVERSITY OF MARYLAND

April 4, 1972

LIBRARY EQUAL EMPLOYMENT AND EDUCATION OPPORTUNITY PROGRAM

THE LIBRARY

The role of the Library is to support the teaching and research activities of the University and to meet its informational and bibliographical needs by providing a collection of printed and non-print materials and by providing access to the collections through refereene and maintenance services. Personnel accomplishing this role include a staff of librarians, library assistants, technical personnel, and student assistants. The requirements for librarian positions include a master's degree in library science from an accredited library school and appropriate experience. The requirements for library assistant positions include a high school diploma and a combination of college credits and/or work experience. The skills required for library assistant and student assistant positions are general clerical skills, with a knowledge of books, foreign languages, or specific subjects helpful in some positions. The skills required for the technical positions vary widely however, most require data processing and related experience.

A. POLICY STATEMENT

It is the policy of the University of Maryland Libraries at College Park that applications for employment, promotion, and educational opportunity be considered and positions assigned regardless of race, creed (religious, political or ideological), national origin, physical appearance, or sex. It is further the policy that, acting within State and University regulations, the library will achieve and maintain balances in regard to race, sex and other factors, while guaranteeing fair and impartial treatment to all individuals concerned.

B. ORGANIZATION OF THE PROGRAM

1. A Library Equal Employment and Education Officer (EEEO) will be elected by

the entire staff of library employees of the College Park Campus for a two-year term. This bi-annual election will be held in the fall, beginning with the fall of 1972. (The EEEO Officer elected on March 19, 1971 will serve until the election of the fall of 1972.) Each full-time staff member will have one vote; each part-time staff member and each student assistant will have one-half vote. Election will be by simple majority of votes cast.

DUTIES OF THE LIBRARY EEEO OFFICER:

1. The Officer will be chairman of the Library EEEO Committee.

2. As the library "ombudsman", the officer is to establish open and sympathetic channels through which individuals may (a) raise questions, (b) discuss complaints, (c) receive answers, and (d) resolve problems connected with Equal Employment and Educational Opportunities on an informal basis. The Officer must serve as a bridge between all elements of the library staff and administration, and must be responsible for initiating and carrying out action that will justly resolve problems brought to the officer's attention by library employees.

3. By attending meetings and any other such activities as will provide an effective liaison between the Library, the Office of Human Relations, and other constituencies of the University community, the Officer must keep the Library EEEO Committee informed of University policies, practices, and thoughts in so far as they relate to the EEEO Program.

II. A Library Equal Employment and Education Opportunity Committee, of not less than seven members, of whom at least one must be a student assistant, reflecting the viewpoint of the various constituencies of the Library and its minority group employees, will be appointed by the Director of Libraries after consultation with the Library EEEO Officer. The term of a committee member will be two years for staff members and one year for student assistants.

DUTIES OF THE LIBRARY EEEO COMMITTEE:

1. The Committee will develop special programs within the Library to promote educational development and to insure equal access to employment and promotion.

2. The Committee will advise the Director of Libraries on all matters concerned with equal employment and educational opportunities.

3. The Committee will report to the employees of the Library at stated intervals on EEEO Programs and provide a forum for employee response and advice on such programs, and to assist in the formulation of plans for future EEEO programs and policies.

4. The Committee will assist the Library EEEO Officer, when appropriate, in the execution of the officer's duties (as outlined above).

5. The Committee will insure that all EEEO Programs developed for the Library conform with University, State and National fair-employment regulations and civil-rights statutes.

C. RECRUITMENT

Library recruitment must be described in two sections. The first concerns professional staff; the second, library assistants, technical employees and student assistants. This is necessary since professional recruiting is done over a large geographical area while library assistants and technical employees are usually obtained from the immediate geographic area, and student assistants must be registered for courses at the university.

I. Professional recruitment is directed to library schools, placement centers at professional meetings, and advertising in professional journals. This is accomplished by means of correspondence with library school officials and library journals, and personal interviews on recruiting trips and at professional meetings.

Programs to increase the number of minority group librarians must include:

1. Indicating, in correspondence with library school officials and professional journals, a desire to hire minority group employees.

2. Directing recruiting activities to library schools known to have programs for recruiting minorities.

3. Attempting in personal interviews to attract members of minority groups to the University of Maryland.

II. Library assistants and technical employees are recruited by the University Personnel Office. Student assistant recruitment has been virtually non-existent because of an abundance of candidates from the university community, many of whom are referred to the Library by the Office of Student Aid. Recruiting programs must be carefully focused if the present minority situation is to be improved.

Programs to increase the number of minority group employees in library assistant, technical, and student assistant positions must include:

1. Asking the University Personnel Office and the Office of Student Aid to recruit more minority group persons for available jobs at the University.

2. Requesting that the University Personnel Office and the Office of Student Aid inform the library of all persons who meet the qualifications for available library positions and who express an interest in library work.

3. Informing the Personnel Office and the Office of Student Aid by providing them with explicit job descriptions and/or listings of the actual skills and training required for particular available positions. This must be done in order to reduce the possibility of "type casting" with regard to race or sex of potential candidates.

4. Urging the Personnel Office and the Office of Student Aid to advertise in publications and places that will reach an almost exclusively minority group audience. We suggest minority group newspapers (e.g. the Afro-American newspapers (Baltimore & Washington, D.C. etc.); community newspapers (D. C. Gazette and the like); and postings on community bulletin boards (in Neighborhood Development Centers, Model Cities Offices, libraries located in minority neighborhoods, etc.).

Without the very close relationship in the recruiting process between the Personnel Office, the Office of Student Aid, and the Library, as outlined above, it will be impossible for the Library to achieve any of the equal employment opportunity goals set forth in this EEEO Program in so far as they pertain to non-professional library positions. Moreover, until we are certain that such close relationships are established, the library will not be in a position to "evaluate the effectiveness of [its] program for the recruitment of minority candidates" as suggested by the University Human Relations Office. (See: Section D of the recommended Model Affirmative Action Plan.)

D. HIRING, PROMOTION AND TRANSFERS

It is the library policy that decisions involving hiring, promotion and transfer be made in accordance with qualifications and work records of the persons involved and the jobs to be performed without regard to race, creed, national origin, physical appearance, or sex. All employees and potential employees are assured that they have equal opportunity to develop and advance to their full potential. Library hiring, promotion and transfer procedures are made known to all employees and potential employees and are uniformly applied in the following ways:

1. A list of all available library positions is prepared no less than once a month and is posted on three (3) official library bulletin boards in the McKeldin Library: (1) main lobby, ground floor, (2) second floor, and (3)

the Library Office, Room 217. This list is also circulated to all areas of the library system on the College Park Campus. The list states for all available positions: (a) library area, (b) job title, (c) salary range, (d) name of former incumbent, or if it is a newly approved position, and (e) the available date for filling the position. This list is subject to daily changes which are to be posted on the official library bulletin boards in the McKeldin Library (as given above) and circulated to the branch libraries on the College Park Campus (Architecture, Chemistry, EPSL, UGL)

2. Specific job descriptions and/or written indications of actual skills and training required for such jobs will be available in a binder kept in the reception area of the Library Office, Room 217, McKeldin Library. Such written descriptions must include: (1) to whom the holder of the position is responsible, (2) usual schedule of work hours, (3) minimum eligibility requirements, training, experience, and special skills (if any) required, and (4) precise areas of responsibility. All persons interviewed for a specific position must be interviewed by the same group of interviewers. The interview is, in the main, the opportunity, for the interviewer and the person interviewed, for dialogue, raising questions, elaborating upon aspects of the job, evaluating attitudes and the like.

3. All classified employees (including those newly hired, promoted, or transferred) will be alerted by a formal notice at the time of their hiring, and at their probationary and annual rating to notify the University Personnel Office of their desire to apply for promotional opportunities that are "continuously listed" (see: p. 6, University Personnel Practices for Classified Employees on the College Park Campus, Oct. 1971, and Library Administrative Memo, no. 45) as soon as they become elegible.

   Appendix A, of this Program is a list of library classified positions that are "continuously listed" and the elegibility requirements for each.

4. No library position, including those subject to "continuous listing", may be offered to an applicant until a minimum of five (5) working days have elapsed from the time of posting on the official library bulletin boards, and all elegible library employees who have indicated that they wish to be considered for the position during the first three (3) work days of its posting have been interviewed.

5. In order to eliminate "dead end" jobs in the library, and to foreclose the development of any in the future, every department head is to examine existing positions in her/his department and be certain that they all contain the necessary elements that can lead to other positions that are "promotional opportunities". The results of such examinations are to be reported to the department head's appropriate Assistant Director of Libraries (Readers Services or Technical Services) or to the Undergraduate Librarian. These reports will be forwarded to the Office of the Assistant Director of Libraries for Administration for appropriate action. These reports should (1) designate what higher positions are directly related to each job, and (2) state precisely as possible, the tasks and responsibilities that will prepare the incumbent for such higher positions.

It is library policy that in the case of otherwise essentially equal qualifications special consideration be given to candidates with records of successful performance within this organization.

Maintenance of a fair promotion policy will be one of the major responsibilities of the Library EEEO Officer, and it is the library's policy to consult the EEEO Officer on all promotional opportunities prior to final decisions where possibilities of discrimination exist.

E. TRAINING

Training programs have always been a vital part of the University Library's operations. This is due to the complexities of a large library system as well as the fact that many employees come to it with little or no relevant library training or experience. It is felt, therefore, that existing training programs are adequate to prepare new employees for successful library careers. There is no question that these programs, as they have in the past, will continue to grow and to be refined in the light of the library's enterprise. The Library will direct its attention to a greater coordination of its training programs with the view to making them more relevant to each other by insuring that they have a common basis of:

1. Adequately training employees to perform their assigned tasks.
2. Revealing to employees opportunities for advancement.
3. Providing employees with a full understanding of the value of their work in the library's operation and its service to the community.
4. Making employees fully aware of ethical as well as administrative relationships that must exist among all of the employees of the Library and the community they serve before the full value of the Library's contribution can be realized.

DESCRIPTION OF LIBRARY TRAINING PROGRAMS

The presentation of the Library's training programs must be made in two sections: (I) training programs conducted within and for the various library areas, and (II) training programs conducted for the library staff as a whole.

I. TRAINING PROGRAMS CONDUCTED WITHIN AND FOR THE VARIOUS LIBRARY AREAS

Training programs in the various areas of the library differ somewhat in their structure and in the manner of their presentation. Variations are caused, in the main, by the size or complexity of the library area's operation. Some of the training programs are very structured and formal (in some instances they may assume a traditional lecture class format). Such programs are usually required for larger groups of new employees learning the same sort of work, or for training personnel in specific exacting tasks. Other programs may be more informal. This is the case in some of the smaller areas of the library where training is apt to be conducted on an individual basis and where the employee is expected to perform a number of different and, perhaps, unrelated tasks. All of the training programs cover the following two main intentions: (1) to train employees for the work they are expected to perform, and (2) to inform employees how their work advances the objectives of the Library.

1. The training program to train new employees for the work they are expected to perform (a) must be very explicit concerning efficiency of methods that have been developed in the past to perform such work (this must not foreclose the opportunity to the new employee to explore and develop newer and more efficient methods), and (b) must be very explicit regarding the quality and quantity of work that will be expected during the various stages of the employee's development in his/her job. Such training is to be conducted with constant reference to written job descriptions and a staff manual of policies and procedures for the particular library area. During this stage of training, new employees must be informed of the staff and work organization of the area, and the <u>one</u> supervisor to whom they report. There must be assurance that all newly appointed employees for the same work assignment or the same sort of work assignments are given the same training for and equal access to information regarding their job, including the ultimate quality and quantity standards of the job.

   RESPONSIBLE PERSON: the newly appointed employee's direct supervisor.

2. The portion of the training program which informs newly appointed employees of how their work advances the enterprise of the Library is usually an "orientation" type of program. Such a program includes the explanation of all relationships of the employee's

work to the activities of the library area and how the library area relates to the various other areas of the Library, with particular emphasis on how those areas with the closest relationships, and how all these relationships support the Library in meeting the requirements of its role and expected services. Moreover, during this portion of the training program, newly appointed employees must be informed of the various opportunities for advancement available to them within the Library and the University.

RESPONSIBLE PERSON: the library area head, or chief deputy.

Supervisors must exercise special care concerning notification of employees of newly established and differing work assignments at the same grade level within a library area ("horizontal change in function"). Except for emergency situations, supervisors or area heads should give notice of the availability of such assignments, and whether or not, if appropriate, in their judgement such assignments will provide opportunity for advancement or for the learning of new or unusual skills. This recognizes the fact that some jobs rated at the same grade level are avenues for advancement while others are not (and are indeed "dead-end" jobs). While the Library continually seeks to eliminate "dead-end" jobs it is true that such jobs often exist undetected and in some cases may even be created... at times imperceptibly so... by work assignment.

II. TRAINING PROGRAMS CONDUCTED FOR THE LIBRARY STAFF AS A WHOLE

Such programs are designed to give employees an overall view and understanding of the operations, collections, services, and community role of the library. These programs fall into two categories: (1) Interdepartmental orientation programs, and (2) Special formal training programs.

1. All Library areas provide orientation programs for all other employees of the library. These programs include information, in some detail, concerning the organization, services, collections (if any), and usual clientele of the specific library area, and how these factors relate to other factors of the library system, and to the academic and general community. Moreover, these programs outline the various educational and experience requirements for staff positions in that area.

   RESPONSIBLE PERSON: Heads of the various library areas.

2. Special formal training programs, conducted on broad subjects relating to library organization, management and service are available to all library employees. Released time is given to employees participating in the courses of this program. While these courses are open to all employees, some will be required as an important part of their work assignment, to participate in certain specific courses.

Existing course:

Short course in general supervisory skills for supervisors and potential supervisors. This is a short four session (1½ hr. per session) course which includes, besides a discussion of basic techniques, a through consideration of maintaining appropriate standards in human relations.

Instructor: Dr. Robert Pierson

Recommended courses:

Bibliographical control (to be required of all new employees). A course to teach the basic types of publications and how they and their parts are described and listed in library indexing systems.

Standards of library service (to be required of all new employees in Readers' Services) will consider the library's obligation of cordial and effective public service to its patrons and to the community.

RESPONSIBLE PERSON: The Assistant Director of Libraries Administration is in charge of coordinating this program. This includes the structuring of courses in terms of time required and content, arranging with the various area heads for involvement of employees from their areas on released time, arranging for instructors (in consultation with experts from both within and from outside of the library), and arranging for any necessary space and facilities required for conducting such courses.

F. PROCESS FOR MODIFICATION OF THE LIBRARY EEEO PROGRAM

While it is hoped that this Program can begin to meet its intended goals it is realized that unexpected results, changing conditions, and library growth will require future alterations in the Program. The Program, as we conceive it, is not to be considered a static rule or a document of exact instructions but rather as a living organism that can best provide a guide to just and humane relationships among those who are employed by the University Library. Therefore, the EEEO Officer and Committee, after providing for full staff response (see: sect. B, II, 3 above), will prepare a semi-annual progress report with proposed changes, modifications, and additions to the Program as

needed and will submit such reports to the Director of Libraries on April 15th and September 15th of each year.

C. COOPERATION WITH COMMUNITY AND EMPLOYEE GROUPS WITH CONCERNS RELATED TO THIS PROGRAM.

Consistent with the library's dedicated intent to provide full, responsive and cordial service to our individual patrons, the university, and the community, the library will continue in every way to cooperate with the various departments, agencies, groups, employee associations and unions, individual persons of the University and the community at large who share concerns related to this Program.

University of Massachusetts/Amherst
University Library

September, 1976

AFFIRMATIVE ACTION POLICY

I. INTRODUCTION AND AFFIRMATIVE ACTION POLICY STATEMENT

The Affirmative Action Program outlined below was prepared in accordance with instructions from the Office of the Provost dated January 8, 1973. The program includes numerical goals, time-tables, and procedures based on these instructions and on "Higher Education Guidelines" issued by the Office for Civil Rights of the Department of Health, Education, and Welfare.[1] The purpose of the program is to eliminate discrimination against members of groups which have been in a disadvantaged position in libraries, universities, and in the general society and to further employment opportunities for persons in these groups. Such groups include, but are not limited to, women and minorities such as Afro-Americans, the Spanish-surnamed, American Indians and American Orientals.

II. LIBRARY STAFF

The library staff is made up of two main divisions which are treated separately in the program outlined below.

A. Professional Library Staff

1. Composition, Availability, and Utilization

The professional library staff is composed of librarians in ranks I through V. The basic qualification for appointment is a fifth-year degree from an accredited library school, or training in an appropriate specialized area.

Recruiting of professional library staff members is done nationally. Librarianship has traditionally been a woman's profession, and more than 85 percent of all librarians are women.[2] The number of men in the profession has been increasing in recent years, however, and 20 percent of the master's degrees in librarianship during the five year period 1965/66 - 1969/70 were awarded to men.[3] Minority groups are significantly under-represented among graduate librarians; an estimated 5% of recent graduates is Afro-American[4] and the number of other minority librarians is about one-half that percentage.[5] Recent efforts to recruit minority students for education in librarianship will undoubtedly result in an increase in the next five years.

2. Goals for Appointment of Women and Minorities

a. Because of the preponderance of women in the profession and the increasing number of men, and in view of the ultimate aim of erasing sex stereotypes, it does not seem reasonable to set numerical goals for the hiring of women. In order to be equitable in its policies, the library should set as a goal the hiring of women and men at a level commensurate with their availability; as their relative proportions change, the specific goal for each year will change.

b. An effort will be made to have an equitable distribution of men and women among the various ranks. The goal for the next five years will be to have an appropriate percentage in each rank.

c. The library will attempt to recruit minority group members to the professional library staff. The goal for the next five years will be to have a number of minority professionals on the staff commensurate with their availability on the national level. Until the library's goals are attained, among equally qualified candidates, first consideration will be given to members of minority groups.

3. Recruiting for Positions

A vigorous effort will be made to seek out qualified minority candidates. Among the measures to be taken will be the following:

a. Continuation of the Library's present policy of advertising vacancies in media which will reach all groups of potential applicants.[6] Advertisements will prominently display an Equal Employment Opportunity statement.

b. Recruiting among the library staffs of predominantly black universities by sending announcements of vacancies.

c. Recruiting through groups representing minority librarians (for example, the Black Caucus of the American Library Association).

d. The following up of leads suggested in the Recruitment Newsletter published by the American Library Association and through contact with the Association's Office for Recruitment.

e. Solicitation of the names of qualified candidates from minority librarians already on the staff.

f. Recruiting from library schools known to have special minority student programs.

g. Seeking out candidates through personal contacts with librarians at other institutions.

4. Internal Transfers

Opportunities for lateral internal transfers will be publicized to the staff, and appointments will be made according to approved procedures.

B. Classified Staff

1. Composition, Availability and Utilization

The classified staff employed in the Library are in State and hourly positions, in grades rated 3 through 12. Qualifications for entry through grade 3 rated positions are basic clerical skills; promotion requires more complex clerical skills, basic bibliographical skills, some language facility, or similar qualifications, which can often be attained through on-the-job training.

Recruiting for classified employees is done in the Springfield-Chicopee-Holyoke metropolitan area. The labor force from which recruiting is done is approximately 60 percent men and 5 percent minority.[7]

2. Recruiting

The Library is dependent upon the University Personnel Office to refer candidates for vacant positions on the classified staff that are not filled by promotion from within. In order to increase the percentage of minority staff members, the Library will cooperate with the Personnel Office in the following ways:

a. By urging the Personnel Office to refer minority applicants for positions.

b. By participating, to the degree that staffing and budgetary constraints will allow, actively in the Personnel Office's recruitment program in the inner city area (for example, through the Urban League).

c. By urging the University Administration to allocate funds from available financial resources to facilitate the Personnel Office's recruitment

efforts. Funds are needed for transportation subsidies, day care facilities, specialized training programs, and similar programs.

d. By soliciting information about available applicants from minority staff already in the Library and transmitting this information to the University Personnel Office.

3. Goals

The library will attempt to recruit 8 percent minority staff members for the anticipated vacant positions during the next five years; this goal is set higher than the percentage of minorities in the local labor force because of the higher unemployment rate among minority groups. Special consideration will be given to minority applicants until the library's goal is reached; in cases where there are equally qualified candidates, the minority candidate will be preferred until the Library's goal is achieved. The Library will make a special effort to achieve equitable minority representation at all levels of the classified staff. An attempt will be made to achieve equitable distribution of men and women at all levels of the classified staff.

III. PERSONNEL POLICIES AND PROCEDURES

A. Salaries and Ranks

An affirmative action report will be prepared by the Affirmative Action Officer at the conclusion of each annual review of professional staff and will include for the professional staff an analysis of salaries paid by sex, rank, and minority group. Any necessary equity adjustment will be recommended at this time. The affirmative action report will also include for the classified staff an analysis of ranks by sex and minority group. An effort will be made to correct any inequitable patterns that may be developing.

B. Staff Development

Staff members may request the opportunity to acquire or improve skills for the purpose of attaining increased responsibilities and higher rank by seeking a change in assignment. The Library's staff development officer will be charged with coordinating the arrangements, when possible for this in-service training.

C. Personnel and Grievance Committees

Appointed Library committees such as the Personnel Committee, whose recommendations affect salaries and promotions granted to the professional library staff should have representation from all appropriate groups, including women and minorities.

D. Grievances

Channels for registering grievances on the basis of discrimination because of race, color, religion, sex, or national origin will be publicized both among the present staff and among applicants for positions.

E. Offers of Positions

All requests to make an offer will include documentation of procedures followed in attempting to fill the particular vacancy under consideration. Justification for the offer will include evaluation of the Affirmative Action Program and the effect that filling the particular position will have on the overall program.

F. Exit Interviews

Formal exit interviews with all departing staff members will be conducted by the Director of Libraries or his designated alternate.

IV. IMPLEMENTATION OF THE AFFIRMATIVE ACTION PROGRAM

A. All members of the Library staff will be informed of the Library's Affirmative Action Program and will be held responsible for implementing its goals and for creating an atmosphere conducive to its success.

B. Specific responsibility for the day-to-day implementation of the program will be placed upon the personnel and supervisory staff. The personnel staff will be responsible for recruiting efforts and may call upon other members of the staff to assist in fulfilling affirmative action goals.

C. The Library will encourage all supervisors to attend any special training programs provided by the University for the purpose of developing sensitivity to the need to eliminate sex and minority stereotypes.

V. MONITORING THE PROGRAM

The Affirmative Action Officer, reporting to the Director of Libraries, will serve as a monitor of the Affirmative Action Program. The functions of this position will include annual evaluation of the program, so that increases in the availability of minority candidates and other contingencies can be taken into account and reflected in revised goals and deadlines. The monitor will also review the program on a continuing basis to insure that adequate efforts are being made to achieve its goals and will maintain liaison with the University's Affirmative Action Officer.

Policy Recommended:
Marjorie Karlson
Pat Graves
Richard MacDonald
February 6, 1973

Approved:
Richard J. Talbot
Director of Libraries (Acting)
February 13, 1973

Revised Policy Recommended:
Vlasta Greenbie
Affirmative Action Officer
September 3, 1976

Approved:
Siegfried Feller
Director of Libraries (Acting)
September 14, 1976

FOOTNOTES

1. Federal Register, vol. 37, no. 224 (Nov. 18, 1972), 24686-24696.

2. Occupational Outlook Handbook, 1972-73 Edition, U. S. Bureau of Labor Statistics Bulletin 1700 (Washington, G. P. O., 1972), p. 251.

3. Earned Degrees Conferred [1965/66 - 1969/70] Summary Data, U. S. Office of Education, National Center for Educational Statistics, Washington.

4. Virginia Lacy Jones, "A Dean's Career", in The Black Librarian in America, ed. by E. J. Josey (Methuen, Scarecrow Press, 1970), p. 40 states that the number of Negro graduates from accredited library schools from 1961 to 1966 was about 4 percent of the total number of graduates, and that about one-half of these were accounted for by one library school, that of Atlanta University. The annual survey on "Placements and Salaries" published in the Library Journal shows that Atlanta University placements accounted for about 2.5 percent of the total placements reported for the years 1967-1971.

5. A survey taken in Spring 1972 showed 310 blacks in accredited graduate library school programs, and a total of 141 from other minority groups. Recruitment Newsletter, American Library Association Office for Recruitment, (Fall 1972).

6. In recent years the library has generally advertised positions in the following newspapers:

   Boston Globe, New York Times, Springfield Union

   and in the following magazine:

   Audiovisual Education/Communications Technology

7. Census of Population: 1970. General Social and Economic Characteristics. Final Report PC (1)-C23, Massachusetts, U. S. Bureau of the Census (Washington, G. P. O., 1972), tables 85, 92, and 98.

8. Personnel Office Newsletter, University of Massachusetts at Amherst, vol. 1, no. 3 (Nov. 16, 1972).

NATIONAL LIBRARY OF MEDICINE

AFFIRMATIVE ACTION PLAN

FOR

EQUAL EMPLOYMENT OPPORTUNITY

Jan. 1976

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE
NATIONAL INSTITUTES OF HEALTH
NATIONAL LIBRARY OF MEDICINE

TO : All Employees, NLM

DATE: January 28, 1976

FROM : Director, National Library of Medicine

SUBJECT: NLM Affirmative Action Plan

I am pleased to endorse the new NLM Affirmative Action Plan developed through the efforts of the EEO Advisory Committee. Particularly impressive is the fact that the Plan calls for specific actions, not only on the part of supervisors and Associate Directors, but on the part of employees.

In reviewing the accomplishments since our last Plan, I was pleased to note that we are addressing concrete objectives. We now have a firm structure for our Committees both here and in Atlanta.

Communication between management and employees has improved markedly. The significant progress and continuing trends in upward mobility as evidenced by the increased number of minorities and women in higher positions is commendable.

I would like to thank the Committee for their efforts in developing the new Plan and urge that we continue to evaluate it periodically against our objectives.

I continue to support the Plan and the EEO program and ask that managers, supervisors and employees work together towards its effective implementation.

Martin M. Cummings

Martin M. Cummings, M.D.

Enclosure
NLM Affirmative Action Plan

AFFIRMATIVE ACTION PLAN

FOR

EQUAL EMPLOYMENT OPPORTUNITY

January 1976

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I. PURPOSE

The purpose of the NLM Affirmative Action Plan is to provide equal employment opportunity for all employees regardless of race, religion, sex, national origin, color, or age. Our institutional responsibility for accomplishing these objectives within a specified time is essential.

These action steps are specific for the Library assembled through consultation between management and employee groups during all stages of development.

The plan reflects the Equal Employment Opportunity and Upward Mobility Programs of DHEW and NIH taking into account how NLM will specifically go about implementing these Department objectives.

To avoid duplication of effort, employees should be aware of pertinent information on the organization, function and role of the EEO staff and council at NIH. This can be found in the NIH Affirmative Action Plan, dated March 1975 which should be kept and read in conjunction with the NLM plan since they are so closely related. In addition, it is also important to know that the regulations on equal opportunity may be found in the Federal Personnel Manual, Chapter 713.

In reviewing our 1972 Plan, we found that a number of action steps had been completed therefore, we modified and up-dated many of these specific actions to ensure the completion of these actions on a continuing basis. This new Plan represents the concerted efforts of a Task Force and the NLM EEO Committee to review each specific action, responsibility, and target date of the original Plan. Among the changes, you will notice an emphasis on the responsibility of the individual employee; in some cases we have found that if the employee is aware of his or her EEO responsibility the action gets done a lot faster through their initiative.

The effectiveness of this Plan will be analyzed on the basis of periodic evaluations of measurable objectives. When these objectives have been accomplished we will have established significant changes within the organization. When these objectives are not accomplished, corrective steps will be instituted to ensure reaching the goals. A continuing surveillance and evaluation mechanism will assure better tracking of our objectives. These responsibilities rest with Management, EEO Coordinator and the several related EEO Committees who represent our employees. All have contributed to the development of this plan and should be committed to its successful implementation.

II. SPECIFIC ACTION STEPS

A. EDUCATION, TRAINING, AND DEVELOPMENT

The opportunity for employees to gain advancement by means of training and career development stands out as one of the single most important objectives of the Federal Service today. Denial of this opportunity to any employee because of race, color, religion, sex, age or national origin is to deny him the access to an inherent right granted upon his entrance in the Federal Service. Realizing that no perfect formula exists for the granting of these opportunities to all employees, we feel that the following action steps are potent means for achieving this end.

ACTION STEPS	RESPONSIBILITY	TARGET DATE
1. Give a seminar on training opportunities for persons in dead-end jobs.	Personnel Officer Supervisors	February 1976 and as needed
2. Consistent with program responsibilities, provide maximum opportunities to develop skills and gain experience needed to qualify for advancement through:	Personnel Officer Associate Directors	January 1976
a. Use of assignments, on-and-off-the-job training, and added responsibility. These activities are to be recorded in the Official Personnel Folder by use of SF-172.		
b. Personnel Management visits. A two year goal to visit all employees has been established to discuss with individual employees training, development and counseling in regard to their needs.		
c. Developing career ladder information to explain Upward Mobility opportunities to employees.		
3. Continue to encourage NLM employees to participate in DHEW and NIH sponsored upward mobility training programs through memorandums, notices, and seminars.	Director Personnel Officer	Established and Continuing

EDUCATION, TRAINING, AND DEVELOPMENT (CONT')

ACTION STEPS	RESPONSIBILITY	TARGET DATE
4. Continue to improve job opportunities for youth within the Federal Summer Employment Programs. Select and design jobs that develop skills and responsibilities.	Personnel Officer Associate Directors	April, 1976
5. Designate specific developmental positions for persons whose advancement opportunities have been limited (e.g., LO - 5 Library Technicians, OA - 1 Administrative Management Trainee). These positions will be publicized by memo as well as by advertisement.	Executive Officer Associate Directors	Established and continuing as ceiling permits.
6. Establish an NLM supervisory program. A 40 hour training program within the first 6 months after becoming a supervisor is mandatory. This basic course should emphasize personnel practices, human relations, and sensitivity to the problems of minorities and women. Employee training, counseling, and the EEO Program should be covered in detail. A schedule for <u>periodic training</u> of <u>all</u> supervisors should be developed.	Personnel Officer Associate Directors	Established. Training sessions semiannually. Review July 1976.

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B. RECRUITMENT AND PLACEMENT

NLM should have greater employment of minorities and women in positions of higher responsibility and higher pay levels in all job series. Efforts must be increased to attract, actively recruit, and hire qualified women and persons of all minority groups. Recruiting must be designed to inform the public that this is our goal. Every effort must be made at all levels of recruitment to insure that present and potential employees know that NLM is a practicing equal opportunity employer. Where possible, initial consideration shall be given to qualified NLM employees.

SPECIFIC ACTIONS	RESPONSIBILITY	TARGET DATE
1. The Director will instruct his Associate Directors and EEO Coordinator to recruit qualified individuals from minority groups and women for mid-level and high-level vacancies. The EEO Coordinator will maintain a list of potential applicants for positions.	Director EEO Coordinator	Established. Review February, 1976.
2. Annual reports shall be made to the Director and EEO Committee of methods used to make recruitment more effective for minorities and women. Special efforts should be made to use professional organizations engaged in recruitment activities.	Personnel Officer EEO Coordinator	February 1976
3. Examine hours of tour of duty for possible flexibility within the 40 hour work week, continue to afford opportunities, for example for women who are heads of households, students, and personnel with unusual problems.	Associate Director Executive Officer Personnel Officer	February 1976
4. A position of GS-5/6/7 should be made available in OAM to receive on-the-job training in budget, personnel, and administrative management.	Executive Officer Personnel Officer	Established April 1972 and continuing as ceiling permits.

RECRUITMENT AND PLACEMENT (CONT')

SPECIFIC ACTIONS	RESPONSIBILITY	TARGET DATE
5. A statistical profile of minorities and women will be conducted every 6 months to aid in identifying areas of the Library where recruitment efforts should be increased. This profile will be patterned after NIH EEO office's profile.	Personnel Officer EEO Coordinator	Semiannually (Fiscal year)
6. Job vacancies with full official job descriptions will be posted in work areas.	Personnel Officer Administrative Officer	Established and continuing.
7. NLM supervisors should actively seek out qualified handicapped people for employment. A report to the EEO Committee should be made annually in February.	Personnel Officer Supervisors	Continuing February
8. Identify jobs which are expected to become vacant in the near future and begin early to identify potential candidates (minority and women) to ensure that a greater number of minorities and women will be selected.	Personnel Officer EEO Coordinator	Continuing and Revised annually
9. Make special recruitment efforts to secure minority applicants for the Library Associates Training Program on an annual basis.	Associate Director, LO Personnel Officer EEO Coordinator	Established and continuing each November
10. Advertise vacancies for NLM and NMAC where relevant simultaneously.	Personnel Officer	Established and continuing

C. PROMOTION

All employees should be assured that they have equal opportunity to develop and advance to their full potential. The procedures of the Merit Promotion Plan should be made known to all employees and should be uniformly applied.

SPECIFIC ACTIONS	RESPONSIBILITY	TARGET DATE
1. NLM will participate in the NIH opportunity skills file. NLM employees from GS-3 through GS-7 will be interviewed and the information will be placed in the upgrade component of the skills file. This file will list, by area of interest or job category sought, those employees seeking advancement opportunities outside their present position. The file includes current classification, additional training, special talents, and statements of type of work the employee wants to develop into a career. Input to the skills file will come from employees keeping their cards up-to-date on a regular basis. The NIH skills file will be used as a source for identifying employees in filling vacancies at NLM. Many deadended NLM employees will register their skills with the skills file and have the opportunity of being considered for jobs throughout NIH.	Personnel Officer Administrative Officers Supervisors	Continuing reviewed annually
2. Supervisors will conduct an annual promotion review of their employees; recommending promotion, award, quality increases, and/or training as appropriate.	Associate Directors Supervisors Personnel Officer	July 1976
3. Administrative Officers will keep supervisors informed of personnel actions within their respective areas (i.e., promotions, reassignments, vacancies, etc.) Supervisors should keep their employees informed of the status of actions.	Personnel Officer Administrative Officers Supervisors	Established and continuing.
4. All denied requests for promotion shall be reviewed by the NLM EEO Coordinator upon request by the employee if the employee felt discriminated against.	EEO Coordinator	Established and continuing.

PROMOTION (CONT')

SPECIFIC ACTIONS	RESPONSIBILITY	TARGET DATE
5. Supervisors should have regular semiannual meetings with employees, and informal meetings at any time, to make clear what is expected to justify promotion and step increases. They should coordinate a schedule with their Administrative Officer.	Associate Directors Supervisors Employee	January 1976
6. Make sure every employee knows where he can get a copy of the NIH Merit Promotion Plan. Hold staff meetings to make sure every employee understands how the Plan works. Ensure that the principles and procedures of the NIH Merit Promotion Plan are followed.	Personnel Officer Supervisors Employee EEO Coordinator	Established and continuing

D. COMMUNICATION

Communication is a two-way street. Employees of the NLM should have an effective means of relating their concerns with the expectation of getting a response. The Affirmative Action Plan speaks to this need in assisting employees and management in their efforts to bridge the communication gap.

ACTION STEPS	RESPONSIBILITY	TARGET DATE
1. Develop a brochure containing information regarding NLM responsibility to implement equal employment to all employees; how to seek help in the areas of alcoholism, drugs, financing, psychiatric problems, housing, family affairs, child care, medical treatment, car pool and other relevant items. This brochure will be distributed to all employees.	Personnel Officer Information Officer	April 1976
2. Provide bulletin board space for posting of items of interest, meetings, progress being made in EEO areas.	Executive Officer	Established and continuing.
3. EEO Coordinator provides a memo to employees as an effective tool to disseminate information on all aspects of EEO: meetings, statistics, policies, etc.	EEO Coordinator	Semi-annually
4. The EEO Coordinator's office and EEO Counselor will maintain an open-door policy to all NLM employees. This shall be actively publicized. It shall be made known to employees that they may state their views and problems without fear of reprisal.	EEO Coordinator	January 1976 and continuing
5. Meetings of all employees in each program area will be held periodically to explain management procedures (i.e., promotions, awards, leave, etc.) to discuss the role of each program area in the overall NLM mission, and to answer employee questions.	Associate Directors Supervisors	February 1976 and continuing

COMMUNICATION (CONT')

ACTION STEPS	RESPONSIBILITY	TARGET DATE
7. Educational programs shall be developed for NLM employees in the area of human relations. These might include films, formal training, discussions, opportunity for communications with the Director, Associate Directors, etc.	EEO Coordinator	Plan to be developed by April-May 1976

E. EMPLOYEE RELATIONS

There is a relationship between NLM's ability to attract qualified minority group employees and women and the numerous personal adjustments that they must make in adapting to employment at the NLM. A need exists for guidance and counseling on personal as well as personnel matters.

ACTION STEPS	RESPONSIBILITY	TARGET DATE
1. Coordinate with NIH Guidance and Counseling Branch and Employee Health Service to provide counseling.	Personnel Officer	Established and continuing.
2. NLM will be represented at all NIH meetings in the areas of improvement of transportation as a significant factor in employment; housing availability in Montgomery County for low income employees; and child care for employees having children. In addition, seek to assist employees in similar problem areas as they arise.	EEO Coordinator	Established and continuing.
3. Identify laws, regulations and practices which discriminate against employees of either sex; and recommend corrections.	EEO Coordinator EEO Committee	February 1976
4. Orientation programs for new personnel shall contain a major section on the EEO program at NLM. Minority and women employees will conduct portions of the orientation.	Personnel Officer EEO Coordinator Supervisors	April 1976

F. MANAGEMENT OF THE NLM EQUAL EMPLOYMENT OPPORTUNITY PROGRAM

In order to have an effective Equal Opportunity Program, the National Library of Medicine must provide the administrative machinery that will make the Affirmative Action Plan work. Provisions should be made for prompt and effective response to employees' complaints. Employees at all levels must be able to communicate their concerns to management officials and be aware of those actions that are or are not being taken. The program must be flexible enough to accommodate new goals or to change old ones when necessary. We must have a system for evaluating progress and for recognition of special achievements in the area of Equal Employment Opportunity.

SPECIFIC ACTIONS	RESPONSIBILITY	TARGET DATE
1. All NLM supervisors and employees are hereby responsible for implementing and adhering to the principles of the Affirmative Action Plan.	Supervisors Employees	Immediate
2. An election will be held to bring forth representatives from program areas to serve on the EEO Committee.	Director, NLM	September
3. The Director shall nominate two employees to serve as EEO Counselors (NLM and NMAC) with the advice of the EEO Coordinator and the EEO Committee Chairperson.	Director, NLM	Established and continuing
4. The EEO Coordinator will establish a schedule to meet regularly with the Associate Directors of each program area to discuss plans and progress on Equal Employment Opportunity.	EEO Coordinator Associate Directors	March 1976
5. Regular attendance of EEO Committee Chairman and EEO Coordinator at OAM staff meeting and Personnel Office staff meeting.	Executive Officer Personnel Officer EEO Coordinator EEO Chairman	Established and continuing.

MANAGEMENT OF THE NLM EQUAL EMPLOYMENT OPPORTUNITY PROGRAM (CONT')

SPECIFIC ACTIONS	RESPONSIBILITY	TARGET DATE
6. An annual EEO Recognition Awards Ceremony will be held.	EEO Coordinator	Annually
7. The EEO Coordinator shall inform the Director immediately where monitoring and evaluation indicate failure to implement any of the action steps in this document.	EEO Coordinator	February and continuing.

CHARTER OF THE
NATIONAL LIBRARY OF MEDICINE
Equal Employment Opportunity Committee

I. Purpose

The achievement of equal employment opportunity for all citizens regardless of race, color, religion, sex, age, or national origin is the most serious challenge facing our nation today. The NLM EEO Committee must strive to assure that this goal of equal opportunity is achieved. It shall seek to eradicate discrimination including unfair employment practices, seek out new methods for providing training, education, and self-improvement, and assure the best possible utilization of skills and potential abilities of its employees so that they may best qualify for advancement.

The Committee shall adhere to and implement all guidelines and memoranda pertaining to equal employment opportunity which have been issued by the President, the Congress, DHEW, NIH and the NLM. It shall assist and advise in the establishment of an affirmative action plan for NLM and shall ensure its proper implementation.

II. Election of Members

Elections shall be held each September. All staff members of the NLM working in Bethesda shall be eligible to seek office. Names can be placed in nomination by any member of the Bethesda staff with the

consent of the nominee. Membership on the Committee shall consist of four persons from Library Operations, and one each from SIS, LHC, EMP, OAM/PIO/OD and OCCS.

Terms of office shall be for a two year duration, and shall be staggered so that no program area shall have representatives serving consecutive two-year terms. A Committee membership ratio of approximately one representative for each 50 staff members shall be maintained in all areas. The Chairman shall be appointed by the Director, NLM. He shall have the option of appointment from elected members of the Committee, or by selection of an additional member. In the event of resignation of any elected member, the person receiving the second highest number of votes from that particular program area will be appointed to fill said vacancy by the program area director.

III. Meetings

The Committee shall meet once a month. Any seven members, including the Chairman, shall constitute a quorum. The Chairman shall vote only to break a tie. He shall designate an acting Chairman in his absence. Minutes of the meeting will be kept and distributed to members before the next meeting. Highlights of these minutes will be published in On-Line.

IV. Relationship of EEO Committee and EEO Coordinator and EEO Counselor

The Committee shall assist the EEO Coordinator in the development and any revision of the Affirmative Action Plan. The plan shall be monitored by the EEO Coordinator.

The Committee shall provide advice and counsel on cases of alleged discrimination in equal employment opportunity. It shall advise in the establishment of NLM practices to cover areas of concern. The Committee shall direct specific cases of discrimination to the EEO Counselor. A two-way channel of communication shall be established and maintained to ensure that all complaints will be properly resolved. The EEO Coordinator and EEO Counselor shall be members of the EEO Committee with full voting rights. The Personnel Officer shall be a liaison member of the Committee.

V. NLM/NMAC/EEO

The EEO Coordinator shall be responsible for maintaining active communication between the NLM EEO Committee and NMAC EEO Committee in Alanta.

VI. Reports to the Director NLM

A report shall be presented to the Director, NLM every sixty days or whenever necessary advising him on progress made by the Committee.

APPENDIX I

THE LIBRARY OF CONGRESS EQUAL EMPLOYMENT OPPORTUNITY PLAN OF AFFIRMATIVE ACTION FOR FISCAL YEAR 1977

Preface

The Library of Congress Affirmative Action Plan for fiscal year 1977 is part of a comprehensive long-range effort to promote equal employment opportunity through the achievement of the following goals:

A. To research, analyze, and improve, where warranted, all personnel policies, practices, and procedures to insure that they promote equal employment opportunity for all employees and applicants, in practice as well as in principle;

B. To develop organizational climates which promote efficiency and effectiveness and in which each staff member is encouraged and assisted to achieve and contribute at his or her maximum potential; and

C. To promote the inclusion of minorities and women in all categories and grade levels of Library employment.

This Affirmative Action Plan establishes four Priority Objectives for accomplishment during fiscal year 1977 and continues selected programs initiated under prior Plans. Auxiliary Affirmative Action projects may be initiated and pursued during this fiscal year as determined by the Affirmative Action Office. Progress achieved toward completion of Priority, Continuing, and Auxiliary projects will be reported in the Semi-Annual Progress Reports on Affirmative Action scheduled for publication in April, 1977 (for the period October 1, 1976-March 31, 1977) and in October, 1977 (for the period April 1, 1977-September 30, 1977).

Priority Objective 1
TRAINING, APPRAISAL AND PROMOTION (TAP) PROGRAM

The Affirmative Action Training, Appraisal, and Promotion (TAP) Program will be continued on the Library-wide basis established by the procedures of the fiscal year 1976 Affirmative Action Plan. In contrast to last year, however, the operational responsibilities for TAP will be located in the Recruitment and Placement Office, Office of Personnel. All TAP applications during fiscal year 1977 will be submitted to and processed by the Recruitment and Placement Office. Other procedural changes necessitated by this reassignment of responsibilities are included in the description of procedures below.

A. Postings, Eligibility, and Applications

1. Each position will be announced on a special TAP posting which will be distributed throughout the Library. The posting will identify the position and its departmental location, summarize the duties and responsibilities of the position, specify minimum qualification requirements, and indicate the primary factors on which a selection will be based.

2. To be eligible to compete for a TAP position, an employee must have completed at least one (1) year of uninterrupted service in the Library in a full-time permanent or indefinite status by the closing date shown on the posting.

3. A standard form LW 16/56a (Application for Posted TAP Vacancy) must be completed by each applicant and turned in to the Recruitment and Placement Office no later than close of business on the closing date indicated on the posting.

B. Selection Procedures

1. Each application form will be reviewed by the Recruitment and Placement Office to determine if minimum qualification requirements have been met. If they have not been met, the application form will be returned to the applicant along with an appropriate explanation. If minimum qualification requirements have been met, the Recruitment and Placement Office will request a performance evaluation from the applicant's supervisor.

2. All application forms and supervisory evaluations will be reviewed by a Departmental Selection Panel made

Publications has been published. This checklist lists all titles currently received by the British Library's Official Publications Library. The price is £3.50, including postage, from the British Library, Reference Division, Official Publications Library, Great Russell St., London WC1B 3DG, England.

EIS: Key to Environmental Impact Statements provides abstracts of environmental impact statements. The price is $175 a year, domestic, and $200 a year, foreign, before December 31. After that date, the full subscription price of $200 and $225 will apply. Orders should be sent to Information Resources Press, 2100 M St., N.W., Suite 316, Washington, D.C. 20037.

Fairfield Libraries is a new newsletter of the Southwestern Connecticut Library System. This is a system of 19 libraries in Fairfield County, Conn. The newsletter is available from the Southwestern Connecticut Library System, 925 Broad St., Bridgeport, Conn. 06603.

The proceedings of the First Annual Government Document Workshop at Oswego, N.Y. have been published as No. 6 in the *Geneseo Studies in Library and Information Science*. It is available for $5 plus shipping from the assistant manager, College Bookstore, State University College of Arts and Science, Geneseo, N.Y. 14454.

Information Hotline has published a special issue on the new copyright revision law. In addition to the full text of the law, the issue includes the "CONTU Guidelines on Library Photocopying and Interlibrary Arrangements"; "Guidelines for Classroom Copying"; "Copyright in the 1980's," a lecture by Barbara Ringer, Register of Copyrights; and a full report by the House and Senate which explains key sections of the bill. Prepaid orders at $8.50 should be sent to Science Associates/International, Inc., 1841 Broadway, N.Y., N.Y. 10023.

The University of Toledo has published *Selected Sound Recordings of American, British, and European Literature in English*. The 140-page book contains 1,365 main entries of cassette tapes and disc records in 12 subject areas, including Elizabethan drama, European drama, and American poetry. The price is $10 from The Technological Media Center, The University of Toledo, 2801 Bancroft St., Toledo, Ohio 43606.

The National Archives has published *The Written Word Endures: Milestone Documents of American History*. The book focuses on 23 documents from the Declaration of Independence through the Marshall Plan. Over 260 illustrations are included, many in full color, from the collections of the Archives. The 112-page, hard-cover book may be purchased for $12.50 from the cashier, National Archives and Records Service, Washington, D.C. 20408, and for $10 in the Archives' exhibition area. Checks should be made payable to the National Archives Trust Fund.

Your Guide to USBE Services, a 16-page pamphlet, tells librarians how to use the resources of the Universal Serials and Book Exchange, Inc. This is a nonprofit clearinghouse for 35,000 periodical titles. Free copies of the pamphlet are available from USBE, 3335 V St., N.E., Washington, D.C. 2018.

up of a representative from the Affirmative Action Office, the departmental representative on the Librarian's Affirmative Action Advisory Committee or his or her designee, and a departmental staff member who is fully knowledgeable about the work to be performed in the posted position. (However, the departmental staff member shall not be anyone in the supervisory chain of authority over the position.) Using the selection factors shown on the posting, the Departmental Selection Panel will rate all applicants. Based on those ratings and the supervisory evaluations, the applicants will then be ranked. The 12 best-qualified candidates will be interviewed by the panel. From these 12 applicants, the panel will determine the top three.

3. If fewer than 12 applicants meet the minimum qualification requirements, all of them will be interviewed by the Departmental Selection Panel.

4. The names of the top three applicants, along with all supporting documents, will then be forwarded to the immediate supervisor of the position, or other appropriate departmental official, who, subject to the approval of the department director, will make the final selection from among the top three applicants determined by the panel.

5. If the panel recommends three persons, the department must make a selection from among them. If the Departmental Selection Panel finds that fewer than three applicants are sufficiently qualified to perform the duties and responsibilities of the position, it may elect to suspend the requirement that the three best qualified applicants be recommended. In such case, the panel may recommend two candidates, one, or none at all. However, where fewer than three persons are recommended, the department is not obligated to make a selection. If no selection is made, it is within the discretion of the department to repost the position.

C. Offer and Acceptance of Training Agreement

1. In accepting the TAP position, the successful applicant thereby agrees to enter an Affirmative Action Training, Appraisal, and Promotion Agreement with the department. This agreement will identify the specific training requirements which must be satisfied by the trainee during his training program. These requirements will be based on the supervisor's detailed assessment, in consultation with the trainee, of the gaps between the trainee's current knowledges, skills, and abilities and those required to perform satisfactorily in the target position. The agreement will be signed by both the trainee and the department director, or his or her designee.

2. Each training agreement will include a provision for written and oral supervisory evaluations of the selectee's progress every three months during the period covered by the agreement. An agreement may be modified as the progress of the trainee or other conditions warrant. The department will be responsible for monitoring the progress of the trainee and following up as appropriate on evaluations.

3. Upon successful completion of training requirements, the trainee shall be promoted in accordance with the terms of the training agreement.

D. Failure to Complete Training Requirements

1. If, after receiving proper notice of unsatisfactory performance, the trainee still fails to complete the requirements specified in the agreement, he or she will be returned to his or her former position, or to a similar position at the same grade. Such actions are not considered adverse and are therefore not appealable.

E. Fiscal Year 1977 Goals

1. The Library is committed to establishing a minimum of 42 Training Agreements during fiscal year 1977. The positions will be offered in two phases during the fiscal year by the following departments.

Processing Department	10
Congressional Research Service	8*
Copyright Office	6
Administrative Department	6
Reader Services Department	6
Research Department	4
Law Library	1
Librarian's Office	1
TOTAL	42

*The Congressional Research Service's Program Crossover will operate on slightly modified time schedules (since positions are filled under that program in time for fall registration at universities) but will use the same selection procedures and eligibility requirements as apply to TAP positions.

Action Items	Responsibility	Schedule
A. Announce and post Phase I positions	Departments Recruitment & Placement Office Affirmative Action Office	January 3, 1977
B. Complete Phase I selections	Departments Recruitment & Placement Office Affirmative Action Office	February 25, 1977
C. Announce and post Phase II positions	Departments Recruitment & Placement Office Affirmative Action Office	June 1, 1977
D. Complete Phase II selections	Departments Recruitment & Placement Office Affirmative Action Office	July 29, 1977

Priority Objective 2
THE WOMEN'S PROGRAM

The Library will continue the Women's Program with emphasis on improving communication about the program, collecting research data on the status of women in the Library, and assisting those programs and activities within the Library of significance to women employees and their welfare. The advice and opinions of all labor organizations will be sought throughout this process.

Action Items	Responsibility	Schedule
A. Sponsor an ongoing program for LC employees to obtain information about available day care facilities for their children.	Federal Women's Program Coordinator	January, 1977
B. Survey LC staff members to determine the number and kind of day care services needed.	Federal Women's Program Coordinator	March, 1977
C. Establish a Federal Women's Program Committee award for outstanding contributions to improving the status of women at the Library of Congress.	Federal Women's Program Coordinator	February, 1977
D. Establish more part-time positions at the Library of Congress.	Federal Women's Program Coordinator Personnel Office	March, 1977
E. Assist in the establishment of a career counseling program for LC employees with an emphasis on women.	Federal Women's Program Coordinator	June, 1977
F. Work to establish a career referral system for LC women for LC jobs.	Federal Women's Program Coordinator	September, 1977

Priority Objective 3
POSITION EXCHANGE PROGRAM

The Library will explore the feasibility of offering employees in dead-end positions (i.e. employees in positions with no promotion plan and employees in the top grade of a promotion ladder) in grades GS-8 and below an opportunity to increase their qualifications and enrich their Library experience through lateral exchanges of positions with other similarly situated employees. All exchanges would be between employees at the same grade, be approved by both employees and supervisors involved, and be approved and processed by the Recruitment and

Placement Office, Office of Personnel, as exceptions to the posting system. Rules on eligibility and operating procedures will be developed jointly by departments, the Office of Personnel and the Affirmative Action Office according to the schedule below. The advice and opinions of all labor organizations will be sought throughout this process.

Action Items	Responsibility	Schedule
A. Determine employee interest in a possible Position Exchange Program	Departments Recruitment & Placement Office Affirmative Action Office	May 15, 1977
B. Develop recommendation to initiate or not initiate (including implementation plan if initiation is recommended).	Affirmative Action Office Recruitment & Placement Office Departments	August 15, 1977

Priority Objective 4
JOB-RELATED TRAINING AND RE-TRAINING

The Library will explore, develop, and, where possible, implement additional methods of providing job-related training for the purposes of increasing employee contributions and enhancing employee careers. Activities that may be pursued under this objective include, but are not limited to, special courses to equip employees with job-related qualifications needed to compete for posted positions, and re-training of employees whose positions may be affected by future automation.

Employees will be kept fully informed of activities initiated under this objective by the Affirmative Action Office.

CONTINUING AFFIRMATIVE ACTION PROGRAMS

In addition to the four priority objectives, the Library will continue the following programs (responsible offices are shown in parentheses):

A. **Tuition Support**: The tuition support program will be continued as in fiscal year 1976 according to the procedures announced by the Librarian in Special Announcement 757 (May 20, 1976). (Training Office)

B. **Communications Skills Course**: A short course in verbal interaction will be developed and offered during fiscal year 1977. (Training Office)

C. **Typing, Shorthand and Secretarial Skills**: The basic courses will continue. A separate refresher English grammar course will be developed and offered during fiscal year 1977. (Training Office)

D. **Validation of Selection Procedures**: The Library will research all procedures used for making personnel selections (recruitment, tests, qualifications requirements, etc.) to insure that they are valid within the meaning of the Equal Employment Opportunity Act of 1972. (Affirmative Action Office, Recruitment and Placement Office)

E. **Organization Development**: The Library will seek to improve the effectiveness of organizational units designated by The Librarian through diagnostic research, problem identification, problem solving, and career development planning and implementation. (Affirmative Action Office)

APPENDIX

THE LIBRARY OF CONGRESS EQUAL EMPLOYMENT OPPORTUNITY PLAN OF AFFIRMATIVE ACTION FOR FISCAL YEAR 1978

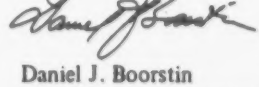
The Affirmative Action Office
The Library of Congress
October 1, 1977

Policy on Affirmative Action and Equal Employment Opportunity 679
Affirmative Action Objectives for FY 1978 680
Procedures for Training, Appraisal, and Promotion (TAP) Program (Appendix A) 687
Procedures for Career Assistance Program (CAP) (Appendix B) 689
Affirmative Action Utilization Report (Appendix C) 690

The Library of Congress
Policy on Affirmative Action and Equal Employment Opportunity

I would like to take this opportunity to stress the firm commitment within the Library of Congress to equal employment opportunity and affirmative action. The Library is committed to eliminating discrimination on the basis of race, color, religion, sex, age, and national origin in all aspects of its personnel policies, practices, and to equal employment opportunity through a continuing affirmative action program. The program is designed to encourage and assist staff members to reach their maximum potential.

It is the responsibility of every staff member to assure that this commitment is fulfilled, not just because it is Library policy deriving from law, but because we believe in the principle of equal opportunity for everyone. We must be willing to work together to accomplish the fundamental objectives of equity, and in doing so we will meet our responsibilities in this important area of human relations. By acting positively to assure equity in all aspects of employment, we will be doing our best to carry out obligations and to utilize most efficiently our most valuable asset—the staff of the Library of Congress.



Daniel J. Boorstin
The Librarian of Congress

AFFIRMATIVE ACTION OBJECTIVES FOR FISCAL YEAR 1978

The objectives listed by no means comprise the whole of the Library's planned affirmative actions during FY 1978, but rather those actions designated to be given top priority and which, it is reasonably believed, can be initiated or completed during the fiscal year with the resources expected to be available. The statement of Current Situation or Problem provides the basis for the need for action; the Goal/Remedy/Correction Sought sets forth the Library's perceived solution to the stated Current Situation or Problem in long range (three to five years) terms; the FY 1978 Objective(s) describes the progress the Library intends to make toward the achievement of the Goal/Remedy/Correction Sought during the twelve month period of this specified Affirmative Action Plan; the names of the offices with primary responsibility for the objective are shown in parentheses.

I. TRAINING, APPRAISAL, AND PROMOTION (TAP) PROGRAM

Problem/Current Situation	*Goal/Remedy Correction Sought*	*FY 78 Objective*
There are employees who lack qualifications normally required for higher level positions but whose job performances indicate that if given training and on-the-job developmental experiences they could successfully perform in higher level positions.	Each year a specified number of employees will be competitively selected for Training, Appraisal, and Promotion (TAP) opportunities (in accord with the procedures of Appendix A of this Plan). These employees will receive training, be placed in positions with more opportunities for advancement upon demonstrating their ability to perform at a higher level, and promoted as specified in approved Training Agreements.	During FY 1978 the Library is committed to filling a total of 35 positions under the TAP program, distributed by Department as shown below: Librarian's Office 1 Administrative 6 Processing 10 Reader Services 4 Research 4 Copyright Office 6 Congressional Research Service 3 Law Library 1 TOTAL 35 (Personnel Office, Departments, Affirmative Action Office, Women's Program Office)

II. TUITION SUPPORT

Problem/Current Situation	*Goal/Remedy Correction Sought*	*FY 78 Objectives*
There are employees who do not have the educational and training qualifications required for promotion to higher positions.	These employees will be assisted in continuing their education and training through Library support in tuition payments; these employees will be assisted in competing for higher positions in ways not conflicting with LC merit principles and procedures.	1. The Tuition Support program will be continued and operated in accordance with the Procedures for Tuition Support Program published as Special Announcement No. 850, dated July 26, 1977. 2. The Training Office will institute group counseling sessions for

		employees who have completed their education/training objectives under the Tuition Support program to advise them on effective methods of identifying employment opportunities and higher grades and applying for consideration.

III. AFFIRMATIVE ACTION RECRUITMENT

Problem/Current Situation	*Goal/Remedy Correction Sought*	*FY 78 Objectives*
A review of the distribution of Library employees by grade, race, and sex indicates an underrepresentation of minorities and women in senior grade levels. (See Appendix C).	The Library will make every reasonable effort consistent with merit principles to increase the representation of minorities and women in senior grade levels of Library employment.	1. Department Directors will encourage recommending officers to interview qualified minority and female applicants referred by the Recruitment and Placement Office for vacancies in grades GS-13 and above. (Department Directors) (This procedure will be followed until the Library signs contracts with recognized labor organizations, and will be followed after such contracts are signed if it is not in conflict with any provisions thereof.) 2. The Coordinator of Affirmative Action Programs and the Women's Program Coordinator will assist the recruitment staff in identifying female and minority applicants who may be qualified for positions at the Library of Congress. (Affirmative Action Office, Women's Program Office)

IV. VALIDATION OF PERSONNEL SELECTION PROCEDURES

Problem/Current Situation	*Goal/Remedy Correction Sought*	*FY 78 Objectives*
In 1974 the Library initiated a program for validating all its personnel selection procedures: all employment tests were analyzed and a number cancelled; qualifications requirements on postings were analyzed and significant inconsistencies discovered; a job analysis of three	The Library will establish or adopt validated qualifications standards and postings for all positions in the Library of Congress. Efforts will be aimed at achieving consistency in postings (Phase I), followed by, or concurrent with adoption of Qualification Standards (HANDBOOK	1. Establish consistency in qualifications requirements stated in all Library of Congress postings. (Director of Personnel) 2. Study and adapt U.S. Civil Service Commission Qualifications Handbook (HANDBOOK X-118) to Library needs. (The Librarian)

professional librarian positions was completed and recommendations made. In May, 1976 the Director of Personnel proposed a three-phased long-range plan for continuing the Library's selection procedures validation efforts.	X-118) (Phase II); and through job analysis of positions in the Library to establish validated qualifications (Phase III).	

V. CAREER ASSISTANCE PROGRAM (CAP) AND RE-TRAINING

Problem/Current Situation	*Goal/Remedy Correction Sought*	*FY 78 Objectives*
Technological changes including automation are expected to eliminate the need for the positions of a significant number of employees. Many of these employees are unlikely to be able to successfully compete for other positions in the Library unless they are retrained.	The Library will develop, publicize, and provide a special Career Assistance Program (CAP) for employees expected to be affected by future automation. The program will be operated according to the procedures specified in Appendix B of this plan and will include both retraining and transfer opportunities to assist these employees in continuing their Library careers.	1. Inform employees of objectives and procedures of Career Assistance Program (CAP). (Affirmative Action, Personnel Office, Information Office) 2. Designate first organization(s) for implementation of Career Assistance Program (CAP). Labor organizations will be informed by the Director of Personnel regarding all designations. (Director of Personnel) 3. Initiate pilot CAP project in designated organization, including identification of employees most likely to be affected, skills already possessed by those employees, and identification of future needs of the Library in terms of the positions for which these employees could be successfully trained. (Affirmative Action Office, Personnel Office)

VI. WOMEN AND MINORITIES IN MANAGEMENT

Problem/Current Situation	*Goal/Remedy Correction Sought*	*FY 78 Objectives*
Although more than half of the Library's staff are women, and more than 80 percent of the Library profession is female, only about one-fourth of positions at GS-13 and above are held by women, and less than one-tenth by minorities.	The Library will attempt to utilize the skills of qualified women and minorities by increasing their numbers in supervisory, management, and executive positions.	1. Encourage women and minorities who feel they have management potential to identify themselves for professional and executive training, self-development sessions, and temporary reassignments as outlined in this Section. (Departments, Women's Program Office, Affirmative Action Office, Personnel Office)

2. Send more women and minorities to professional training, including executive training. (Departments, Women's Program Office, Affirmative Action Office)
3. Provide self-development sessions for women and minorities to encourage them to assess and develop their managerial skills. (Women's Program Office, Affirmative Action Office, Training Office)
4. Explore and possibly establish a graduate program in management offered by an accredited university graduate school with classes at the Library and Training Office. (Women's Program Office, Affirmative Action Office, Training Office)
5. Identify at least one position in each department to which employees will be temporarily reassigned for three-month intervals to gain administrative experience. Applications from minorities and women will be solicited and encouraged. (Departments, Women's Program Office, Affirmative Action Office)

VII. PART-TIME WORK

Problem/Current Situation	*Goal/Remedy Correction Sought*	*FY 78 Objectives*
The Library recognizes the possible benefits of alternative work schedules and is working toward encouraging the establishment of, and conversion to, more part-time jobs. At present, the Library, with four percent of its staff on part-time schedules, has only half the proportion of part-time workers as do Executive branch agencies, which are restricted in their use of such employees by personnel ceilings.	Opportunities will be increased for part-time employment at the Library toward the goal of eight percent of Library positions.	1. Increase the number of part-time positions a minimum of two per division, preferably adding one professional and one support position, except in divisions of less than 25 staff members where the number of part-time positions should be increased by at least one. (Personnel Office) 2. Monitor departmental efforts to increase the opportunities for part-time employment. (Personnel Office, Women's Program Office) 3. Assist the departments in working out arrangements for the implementation of the part-time policy.

(Personnel Office, Women's Program Office, Financial Planning Office)

VIII. CAREER COUNSELING

Problem/Current Situation	*Goal/Remedy Correction Sought*	*FY 78 Objectives*
Women and minorities are often at a cultural disadvantage in terms of career planning.	The Library should utilize staff talent to the fullest extent possible.	1. A career counseling office in either the Library of Congress building or the Thomas Jefferson Building will be established to provide regular counseling to all staff members needing such counseling. (Personnel Office, Training Office) 2. The career counselors will be trained in the special cultural and employment problems of women and minorities. (Women's Program Office, Affirmative Action Office, Training Office)

IX. AFFIRMATIVE IMAGE

Problem/Current Situation	*Goal/Remedy Correction Sought*	*FY 78 Objectives*
The brochures, pamphlets, official publications, training materials, etc., used by an institution can often be a clue to that institution's attitude about equal opportunity.	The publications, forms, postings, displays, and training materials of the Library of Congress should reflect a dedication to the principles of equal employment opportunity.	1. An effort will be maintained to remove all sex-specific language from forms, postings, publications, and position descriptions. (Personnel Office, Women's Program Office) 2. The Library of Congress training materials will be reviewed and stereotypes based on sex or race removed. (Women's Program Office, Affirmative Action Office, Training Office) 3. Personnel announcements, including postings, shall carry the language, "The Library of Congress is an Equal Opportunity Employer." (Personnel Office, Equal Opportunity Office)

X. SUPERVISORY RESPONSIBILITY FOR EEO

Problem/Current Situation	*Goal/Remedy Correction Sought*	*FY 78 Objectives*
The supervisors and managers of the Library, who have responsibility for ensuring that equal opportunity is enforced, may not be aware of these responsibilities and held accountable for their efforts in this area.	Supervisors and managers should be aware of their equal opportunity responsibilities and held accountable for them.	1. An equal opportunity component will be built into all personnel management training courses offered by the Library. (Women's Program Office, Affirmative Action Office, Training Office) 2. Equal Opportunity responsibilities will be written into the position descriptions of all supervisors and managers as such position descriptions are reviewed and revised. (Personnel Office, Women's Program Office, Affirmative Action Office) 3. Supervisors' and managers' performance in the area of equal opportunity responsibilities will be evaluated annually. (Director [Re LCR 2017-2] of Personnel Office, Departments) 4. A new course will be developed by the Training Office for supervisors and managers to increase awareness of sex and race discrimination to enable them to better meet their responsibilities under objectives 2 and 3 above. (Personnel Office, Affirmative Action Office, Women's Program Office) 5. Applicants interviewed for supervisory or management positions will be asked about their commitment to affirmative action principles and made aware of the equal opportunity responsibilities of the job. (Departments, Women's Program Office, Affirmative Action Office)

XI. ASSISTANCE TO HANDICAPPED EMPLOYEES

Problem/Current Situation	*Goal/Remedy Correction Sought*	*FY 78 Objectives*
The Library has not developed and implemented a program to insure that the talents of handicapped	The Library of Congress will undertake a program of Affirmative Action to employ, advance in	1. Promulgate and communicate to all staff the Library's policy of nondiscrimination of handicapped

persons on its staff and in its labor market are being utilized at the level of their highest potential.

employment, and otherwise treat qualified handicapped individuals without discrimination based upon their physical or mental handicap in all employment practices.

employees or applicants in any of the Library's personnel policies and practices. (Personnel Office, Affirmative Action Office, Women's Program Office, Information Office)

2. Designate a part-time Coordinator of Affirmative Action for the Handicapped. (Director of Personnel)

3. Develop a greater awareness among managers and supervisors on the importance of objective and positive evaluations of handicapped applicants and current handicapped staff for employment and promotion within all departments of the Library. (Handicapped Employees Coordinator)

4. Develop a greater awareness among staff who work with the handicapped as to special problems and situations that must be dealt with to help the handicapped employee function effectively. (Handicapped Employees Coordinator)

5. Conduct a census of handicapped employees through a voluntary and confidential basis that will permit handicapped persons to identify themselves for possible benefit under the Affirmative Action Program, (inclusion in a total skill profile, career counseling, and training). (Handicapped Employees Coordinator)

APPENDIX A

Procedures for Training, Appraisal, and Promotion (TAP) Program

The Affirmative Action Training, Appraisal, and Promotion (TAP) Program will be continued on a Library-wide basis according to the procedures outlined in this appendix. Operational responsibilities for TAP will continue to be located in the Recruitment and Placement Office, Office of Personnel. All applications will be submitted to and processed by the Recruitment and Placement Office.

A. Postings, Eligibility, and Application

1. Each position will be announced on a special TAP posting which will be distributed throughout the Library. The posting will identify the position and its departmental location, summarize the duties and responsibilities of the position, specify minimum qualification requirements, and indicate the primary factors on which selection will be based.

2. To be eligible to compete for a TAP position, an employee must have either completed at least one (1) year of uninterrupted service in the Library in a full-time permanent or indefinite status by the close of business on the closing date indicated on the posting, or he or she must have completed the equivalent of one year full-time service in part-time permanent or indefinite status. For example, an employee who has worked half-time (20 hours per week) for two years meets the requirement for one year full-time service.

3. A standard form LW 16/56a (Application for Posted TAP Vacancy) must be completed by each applicant and received in the Recruitment and Placement Office no later than the close of business on the closing date indicated on the posting.

B. Selection Procedures

1. Each application form will be reviewed by the Recruitment and Placement Office to determine if minimum qualification requirements have been met. If they have not been met, the application form will be returned to the applicant along with an appropriate explanation. If minimum qualification requirements have been met, the Recruitment and Placement Office will request a performance evaluation from the applicant's supervisor.

2. All application forms and supervisory evaluations will be reviewed by a Departmental Selection Panel made up of a representative from the Affirmative Action Office, the departmental representative on the Librarian's Affirmative Action Advisory Committee or his or her designee, and a departmental staff member who is fully knowledgeable about the work to be performed in the posted position. (However, the departmental staff member shall not be anyone in the supervisory chain of authority over the position.) Using the selection factors shown on the posting, the Departmental Selection Panel will rate all applicants. Based on those ratings and the supervisory evaluations, the applicants will then be ranked. The 12 best-qualified candidates will be interviewed by the panel. From these 12 applicants, the panel will determine the top three. The same core questions will be asked of all applicants.

3. If fewer than 12 applicants meet the minimum qualification requirements, all of them will be interviewed by the Departmental Selection Panel.

4. The names of the top three applicants with applications and supervisory evaluations will then be forwarded to the immediate supervisor of the position or other appropriate departmental official who, subject to the approval of the department director, will interview all three applicants and make the final selection from among the top three applicants determined by the panel. The same core questions will be asked all applicants.

5. If the panel recommends three persons, the department must make a selection from among them. If fewer than three applicants are sufficiently qualified, they shall also be referred to the selecting official. If there is no selection, the selecting official must provide reasons in writing to the Director of Personnel who will decide whether the reasons given are sufficient to justify non-selection. If the Director of Personnel finds the reasons to be insufficient, the selecting official shall be notified to make a selection from the initial list. The correspondence between the selecting official and the Director of Personnel shall be made part of the official record.

Supervisory evaluations of employees selected among the top three in a TAP competition will be appended to their regular performance evaluations and remain in their personnel file.

C. Offer and Acceptance of Training Agreement

1. In accepting the TAP position, the successful applicant agrees to enter into an Affirmative Action Training, Appraisal, and Promotion Agreement with the department. This agreement will identify the specific training requirements which must be satisfied by the trainee during his training program. These requirements will be based on the supervisor's detailed assessment, in consultation with the trainee, of the gaps between the trainee's current knowledges, skills, and abilities and those required to perform satisfactorily in the position. The agreement will be signed by both the trainee and the department director, or his or her designee.

2. Each training agreement will include a provision for supervisory evaluation of the selectee's progress. Such evaluation shall be given both orally and in writing and at intervals of 4, 8, and 12 months. Promotion of the employee to the next highest grade for that position will be made as soon as the employee consistently performs at the next highest level and in accordance with the training agreement. An agreement may be modified with the joint consent of the Library and the trainee as the progress of the trainee or other conditions warrant. It will be the responsibility of the department office to follow up evaluations.

D. Failure to Complete Training Requirements

If a trainee fails to complete the requirements specified in the agreement, he/she will be given a 60-day advance notice in writing that he/she may be returned to either his/her former position, or to a similar position at the same grade. Such notices shall, at the request of the trainee, be reviewed by the department director. Consistent with the TAP agreement such notices are not appealable.

E. Fiscal Year Goals

The number of positions to be posted under the TAP program will be reflected in the Fiscal Year Objectives section of each year's Affirmative Action Plan.

At left, Mya Saw Shin, president of the Law Library labor organization signs the Affirmative Action Plan. Looking on are Eugene Walton, coordinator of affirmative action programs (seated), and standing (left to right) Glen Zimmerman, director of personnel, William Reese and John Roberts of LLCUNAE.

At right, Michael Charity signs for AFSCME Local 2477 (Non-Professional Unit) as fellow union member Charles Jackson observes.

APPENDIX B

Procedures For Career Assistance Program (CAP)

Introduction

The Career Assistance Program (CAP) is designed specifically and exclusively for the purpose of assisting those employees whose positions are expected to be eliminated by automation to continue their careers at the Library of Congress. The implementation of the Career Assistance Program (CAP) will be limited to the employees of those organizations particularly identified as being impacted by Library automation efforts.

Designation of Organizations for CAP

Organizations that will be affected by future automation and are therefore eligible for the CAP shall be designated by the Director of Personnel. Such designations will be of units or divisions within the Library and will be publicized to the staff via Special Announcement and through recognized labor organizations in accordance with LCR 2026.

Activities of CAP

The Library will explore, develop, and, where possible, implement additional methods of providing job-related training for the purpose of assisting employees impacted by automation to remain in the Library. Activities that may be pursued under this program include, but are not limited to, intensive job and career counseling, special courses to equip these employees with job-related qualifications needed to compete for posted positions, and retraining for positions expected to become vacant at the Library in the near future.

Employees and recognized labor organizations will be kept fully informed of activities initiated under the Career Assistance Program (CAP).

Responsibility for CAP Projects

Operational responsibility for the Career Assistance Program (CAP) is delegated to the Director of Personnel, who will receive planning, research, staff, and other support assistance from the Affirmative Action Office, the Women's Program Office, and all Departments of the Library.

At left, Morrigene Holcomb, Women's Program coordinator, signs as Donald Panzer of AFSCME Local 2910 (Professional Unit) looks on.

APPENDIX C

Library of Congress
Affirmative Action Utilization Report
All GS-GT Employees (Full-Time)
As of May 1977

Category	*Total All Employees*		*Black*		*Spanish*		*American Indian*		*Oriental*		*White*	
	M	*F*	*M*	*F*	*M*	*F*	*M*	*F*	*M*	*F*	*M*	*F*
GS-1	3	4	3	2								2
GS-GT-2	7	7	3	5							4	2
GS-GT-3	59	77	28	48							31	29
GS-GT-4	138	183	74	124	1					2	63	57
GS-GT-5	142	339	75	212	1	1				2	66	124
GS-GT-6	112	252	55	153	1	1			1	3	55	95
GS-GT-7	318	337	140	151	3	4			3	9	172	173
GS-GT-8	81	83	31	32	1		1		1	4	47	47
GS-GT-9	240	281	65	88	1	1			4	10	170	182
GS-GT-10	30	9	15	3	1					1	14	5
GS-GT-11	281	296	30	69	4	4			12	16	235	207
GS-GT-12	284	252	16	28	4	2	1	1	17	26	246	195
GS-GT-13	199	97	11	10					5	3	183	84
GS-GT-14	135	40	2	4	2				5	2	126	34
GS-GT-15	98	17	4		1					1	93	16
GS-GT-16	41	7		1					2		39	6
GS-17	33	2			1						32	2
GS-18	6	3									6	3
TOTALS	2207	2286	552	930	21	13	2	1	50	79	1582	1263

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AFFIRMATIVE ACTION IMPLEMENTATION PLAN

THE OHIO STATE UNIVERSITY LIBRARIES

INTRODUCTION

The Libraries have had a non-discrimination policy for many years. Traditionally, library staffs have been composed largely of women. There seems to be no great problem in discrimination by sex in most categories; however, top library administration has been largely composed of men. As early as 1955, there was representation of the Black minority in division level management positions. In 1961 there were four Black faculty members, and now there are five. In addition, during the past year three Black candidates were interviewed for faculty appointments, but they chose positions elsewhere.

The Library Administration is aware that more direct positive steps must be taken to ensure representation of all minority groups at all levels of employment, and it is to this end that the following program is dedicated.

LIAISON OFFICER

Academic Opportunity Liaison Officer

1.1 The Personnel Officer is designated as the Academic Opportunity Liaison Officer.

1.2 Duties - The Liaison Officer will act as a liaison to appropriate offices, agencies, etc., necessary to implement the program and keep the Director of Libraries informed of progress and programs.

GOALS AND PLANS

To attain success, goals must be set, and plans made to reach these goals.

1.0 General

1.1 Continue to recruit at the predominantly Black library school, Atlanta University, and also the University of Michigan which pledged to attain ten percent Black enrollment by 1973, and the University of Illinois Graduate School of Library Science, who expects to enroll 20 students next year.

1.2 Continue to indicate in advertisements that the Libraries are an equal opportunity employer.

1.3 Continue to contact organizations interested in assisting us in fulfilling our needs in minority areas.

2.0 Specific

2.1 Erect and maintain a bulletin board outside the main entry to the Personnel Office.

2.1a Post copies in the Main Library of the University and Library Affirmative Action Plans.

2.1b Post current job vacancies for all categories.

2.2 Complete initial inventory, subsequent inventories, maintain checklists and all records and reports necessary to comply with University Plan and to implement the Library Plan.

2.3 Have regular meetings of personnel office staff to review policies and practices.

2.4 Imprint internal job descriptions with expression "An Equal Opportunity Employer".

2.5 Furnish Graduate Library School Placement Offices with copy of University and Library Affirmative Action Plans.

2.6 Furnish local employment agencies such as Snelling and Snelling with written job descriptions instead of telephone messages. Job descriptions carry the identification feature "An Equal Opportunity Employer".

2.7 Carry classified ads in local Black newspaper, i.e. Call and Post.

2.8 Contact in person these organizations, among others:

National Association for the Advancement of Colored People - 825 E. Long 252-2303

Urban League - 1319 E. Broad 252-5266

Afro Set - 1497 E. Main 252-0130

Afro American Culture Center - 929 E. Long 252-0118

Office of Economic Opportunity

Columbus Metropolitan Area Community Action Organization - 315 E. Long 221-6581

East Central Citizens Organization - 1015 E. Main 252-4981

International Students Office - 124 W. 17th Avenue 422-6101

2.9 Post job opening notices on bulletin boards in locations such as:

The Black Studies Room in Student Union

The East Asian Department Office

The International Students Office

2.10 Advertise vacancies on local television; in particular, Chuck White's Saturday afternoon job show. Announcements will indicate that OSU is "An Equal Opportunity Employer".

2.11 Personnel in charge of public service contact areas will informally recruit by encouraging selected minority group patrons to apply for positions at Library Personnel Office.

TRAINING

Career interest will be stimulated by programs geared to the need of the individual.

1.0 General

1.1 Minority group members will be personally encouraged to participate in existing self-instruction programs such as that now sponsored by the Office of Employee Relations-Training.

1.2 General Library In-Service/Orientation Program now being conducted by the Libraries will be continued, but long-time minority group employees will be encouraged to participate in specific instructional programs where they are working or programs that would serve as rotational job assignment preparation.

1.3 New opportunities will be made without requiring qualifications higher than those listed in job description.

1.4 Library orientation will be provided to "disadvantaged groups" such as the one proposed by Vice Provost Holloway if funds are made available.

2.0 Specific

2.1 Our 'Cadet Program', which encourages study toward the library profession, will be redirected towards the minority graduate.

2.1a Speaking engagements at appropriate colleges will be scheduled.

2.1b Attempts will be made to participate in minority college Career Day programs.

2.1c Attempts will be made to expand the type of program now arranged with Emory University Library School whereby the School has agreed to waive the tuition of a prospective student who has worked the equivalent of one full year at OSU Libraries.

2.1d Establish a program of personnel development in predominantly and historically Black colleges by offering to accept a practicing librarian for two or three weeks to work in same area of OSU Library as assigned in 'home' university. The 'home' university would keep the selectee on its payroll for the period, and OSU would provide travel expense, lodging and meals. The University Residence Halls would be asked to furnish free lodging and free week-day breakfast and dinner meals. This person would serve as a resource person for Cadet Program participants and career employees. This program would need to be funded over and above present budgets.

WASHINGTON UNIVERSITY LIBRARIES

MINORITY OPPORTUNITIES IN THE LIBRARY
(Non-academic Program)
STATEMENT OF POLICY

I. Endorsement of the University Librarian

The Washington University Libraries endorses the following program designed to extend greater opportunities to members of minority groups. We are committed to support this plan which reaffirms our commitment to the University's equal opportunity employment practices.

William H. Kurth

II. Policy

In order to increase job opportunities for members of minority groups, and in accordance with University policy and practice, the procedures outlined below will be effective January, 1971.

For the purposes of this policy, minority groups will be considered to include individuals from the following ethnic backgrounds: Negro/Black, Mexican-American, Latin American, American Indian, Filipino, and Oriental.

At six month intervals progress, policy, and procedures shall be reviewed to determine the need for changes.

III. Procedures

A. Recruitment

No position in the LA II classification or above shall be filled with other than a minority candidate without the following steps being taken:

1. As soon as a future vacancy is known, the Department Chief will review and revise as needed, the job description for the position and prepare a posting in which is clearly stated every requirement for the position. Duties by categories of work (e.g., alphabetizing and filing in Public Catalog), by skill level (e.g., typing with accuracy) and by other necessary qualifications (e.g., foreign language skill or willingness to work a particular schedule) must be indicated.

2. Posting and revised job descriptions shall be reviewed by the appropriate Assistant Director. The criteria for selection as listed in the posting shall constitute the sole criteria.

3. The Library will notify the University Personnel Office of the vacancy indicating the requirements of the position and requesting that special effort be made to secure minority candidates.

4. The vacancy shall be posted in the Library Staff Room.

5. The position will be held open a reasonable period of time not to exceed three weeks.

B. Selection

1. Selection procedures outlined in section I of this manual shall be followed.

2. Priority will be given to applications of qualified persons who are members of a minority group.

C. Promotion and Transfer

1. All openings will be posted in the Staff Room.

2. Each minority employee of the Library will be considered for vacancies that offer an opportunity for advancement.

D. Training

1. All staff members shall be encouraged by their department chiefs to pursue studies or training opportunities that will develop what potential seems to be present in the staff member. Implicit in this is the idea that department chiefs assume they have the responsibility to constantly seek and identify this potential.

2. Each employee who is a member of a minority group and/or female will have an evaluation of his performance at the conclusion of three & six-month's employment. At these times his potential for development (strengths and weaknesses) will be reviewed with him by his supervisor. As a result of these evaluations, a training program will be developed by the supervisor with the employee to prepare him for possible advancement within the Library or within the University. This action is not a guarantee of promotion but rather it does insure that the employee has had the opportunity to secure the necessary training to become eligible for positions of increased responsibility that might become available.

Revised September, 1971